DOCUMENT RESUME

ED 200 509 SO 013 281

| | |
|---|---|
| AUTHOR | Ruelius, Andrea |
| TITLE | Global Classroom Resource Guide. |
| INSTITUTION | Education Collaborative for Greater Boston, Inc., Cambridge, Mass. |
| SPONS AGENCY | Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities. |
| PUB DATE | 80 |
| NOTE | 132p. |
| EDRS PRICE | MF01/PC06 Plus Postage. |
| DESCRIPTORS | Bibliographies; *Community Study; Elementary Secondary Education; Ethnic Groups; Ethnic Studies; *Global Approach; Learning Activities; Models; *Multicultural Education; Organizations (Groups); Program Descriptions; Resource Materials; Social Studies; *Urban Studies |
| IDENTIFIERS | Massachusetts (Boston) |

ABSTRACT

This sourcebook for teachers contains resources and learning activities to help middle and high school age students learn about Boston as an international and multicultural city. The materials can easily be adapted by teachers for use with elementary students. Staff of the Global Classroom Project developed the sourcebooks. For the past two years the project has brought together 40-50 students and their teachers from three to four schools for a week to ten days (cycles) to help them explore their own backgrounds and neighborhoods and learn about the interrelatedness of all Boston's citizens to the rest of the world. The resources listed in the sourcebook have been instrumental in the development and implementation of this model international awareness program. The sourcebook is comprised of three parts. Part I describes activities conducted during Global Classroom cycles. It includes a sample activity guide, glossary, and curriculum materials used by students during the program. For each day or theme there is a description of program activities followed by the contacts used by the Global Classroom staff and student handouts. Students are involved in many activities. For example, they go on a treasure hunt, conduct interviews, read about Boston's Chinese community, take field trips, learn about foreign students enrolled in Boston area colleges and universities; cook ethnic recipes; examine foreign owned companies in Massachusetts and play the cross-cultural simulation game "Bafa Bafa." Part II shows how the Global Classroom concept of "Discover the World in Boston" can be applied to many areas of the school curriculum, especially social studies. Specific activities are described. Part III contains lists of organizational resources in the greater Boston area that teachers can write to for information. This publication can be used as a model for developing a sourcebook about other cities. (Author/RM)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED200509

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. E. Ruelius

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

# GLOBAL EDUCATION RESOURCE GUIDE

1980

SO 013 281

The World in Boston and Boston in the World

ACKNOWLEDGEMENTS:

This resource guide is the work of many dedicated individuals whom we would like to thank. For the first edition of the guide we express a special thanks to Meg Little for her research and assistance in compiling the directory and to Steve Sjoberg who volunteered his time to help with the graphics.

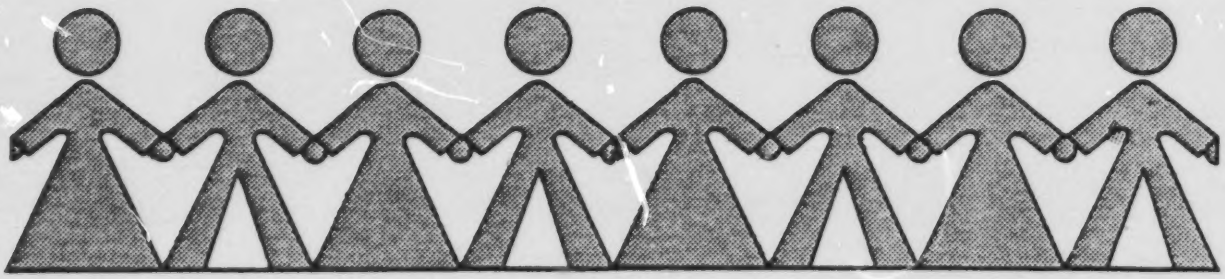
In line with our philosophy of experiential education, we have offered interns an opportunity to work with us and gratefully acknowledge the contributions of Tracy Stolz from Belmont High School who helped update program information, Helene Kessler from Harvard University who did extensive research and compilation of data and Melissa Cohen from Tufts University who worked on editing and proofing of the final copy.

This second edition was designed by Kathie Nitchie who devoted many hours of volunteered time to its graphics, layout and cover. Her expertise and guidance in this project were deeply appreciated . Kathie Nitchie, Cynthia Sondej of the Global Classroom staff, and Sujadha Chuangsuvanich an intern from Simmons College collaborated on the production of this edition. We are greatly indepted to Sujadha Chuangsuvanich for her dedication, perserverance and patience. She is responsible for many of the illustrations and completed much of the paste-up work.

We look forward to your comments and possible future contributions.

1980

Andrea Ruelius
Bernadette Williams
Global Classroom staff



INTRODUCTION TO GLOBAL CLASSROOM

In an increasingly interdependent world there is a growing need for international/multicultural education programs. From this need, the Global Classroom Project was developed, utilizing the resources of the Greater Boston area to help students develop global perspectives and cross cultural communication skills.

Boston's resources provide learning opportunities for all students in areas ranging from basic skill development to career awareness to learning about their own backgrounds and the interrelatedness of all Boston's citizens to the rest of the world. Boston is made up of many diverse cultural and ethnic groups. Over 10,000 international students from ninety different countries study at Boston's colleges and universities. There are over 46 consulates in the metropolitan area. Over 130 small business import or export goods overseas. More than 55 of Boston's corporations operate in foreign countries.

Global Classroom's format is to bring together 40-50 students and their teachers from 3-4 schools for cycles (a week to ten days) during which they explore their own backgrounds and neighborhoods as well as the international/multicultural dimensions of the city. The resources listed in the source book have been instrumental in the development and implementation of this model international awareness program.

Funding for Global Classroom is from the Massachusetts State Department of Education's Bureau of Equal Educational Opportunity. The Global Classroom Magnet was developed in 1977 by the staff of the World Affairs Council of Boston's International Student Program, Meg Little and Andrea Ruelius. The program is now in its third year and is a part of EdCo's (The Education Collaborative of Greater Boston, Inc) Metropolitan Programs.

## OVERVIEW OF THE RESOURCE GUIDE

This sourcebook, which was developed to assist students, educators and other interested persons in learning about Boston as an international and multicultural city, contains a listing of resources in addition to suggestions of how the resources might be utilized.

Part I of the guide is a description of the activities conducted during Global Classroom cycles. It includes a sample activity guide, glossary, and curriculum materials used by students during the program. For each "day" or theme there is a description of program activities followed by the contacts used by the Global Classroom staff and student handouts.

Part II deals with the applications of Global Classroom to specific curricular areas including suggested preparatory and follow-up activities by themes. Although the project has been implemented with middle and high school age students, most of the activities can be adapted and implemented with elementary age students.

Part III contains lists of organizational resources in the greater Boston area, ethnic and international organizations, consulates, international corporations, museums, as well as agencies to write to for information.

Additional references are described in Part IV.

Global Classroom Staff:

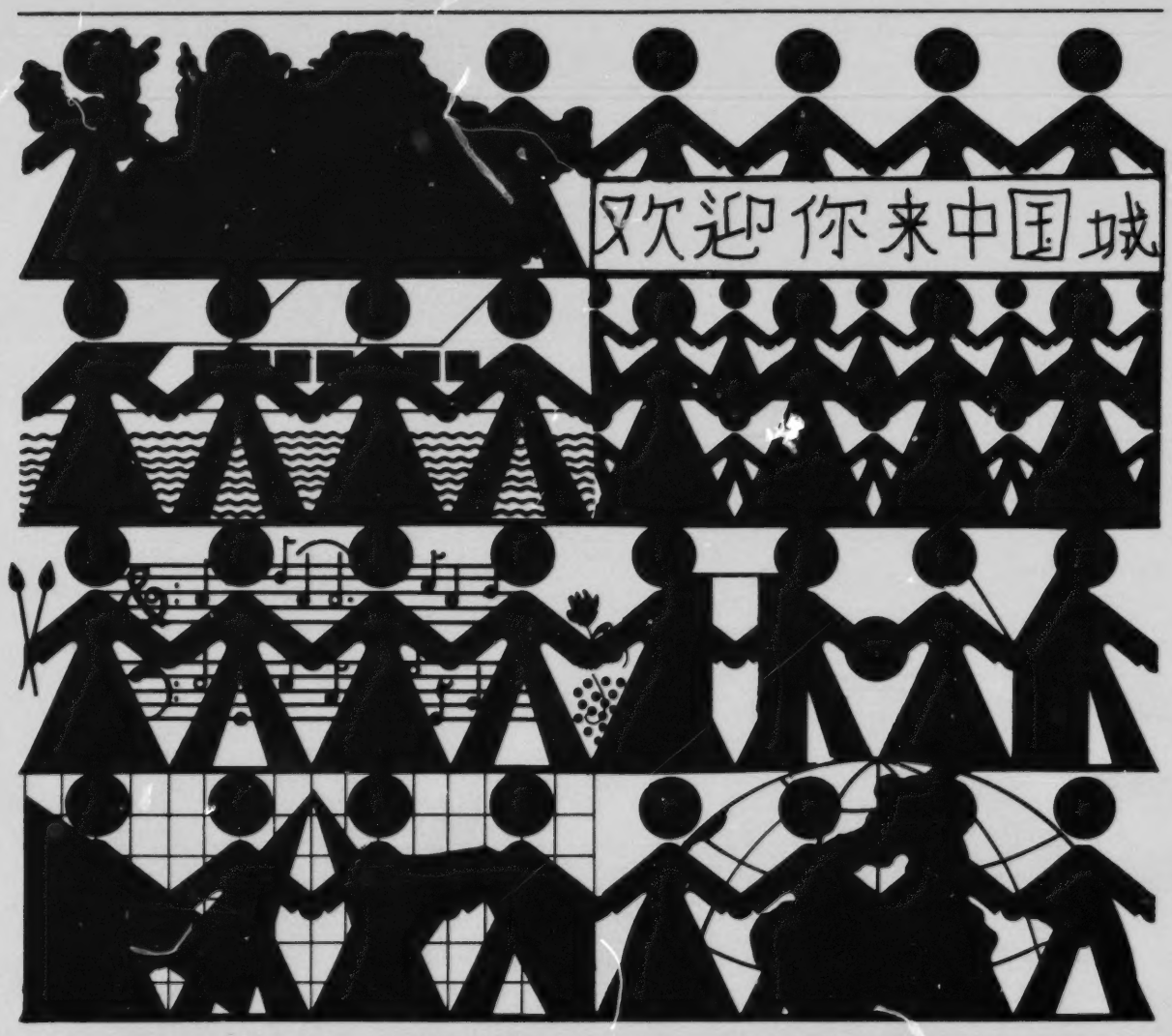
Andrea Ruelius, Director
Bernadette Williams, Coordinator
Cynthia Sondej, Coordinator

# TABLE OF CONTENTS


| | PAGE |
|---|---|
| PART I: PROGRAM ACTIVITIES | 5 |
| Sample Program Activities | 7 |
| Daily Tasks | 8 |
| Glossary | 9 |
| Day I: Boston and You | 11 |
| Day II: Ethnic Community Exploration | 18 |
| Day III: Port of Entry | 30 |
| Day IV: Entering a New Culture | 34 |
| Day V: Culture Day | 46 |
| Day VI: International Diplomacy and Communications | 55 |
| Day VII: International Business | 60 |
| Day VIII: Our Culturally Pluralistic Society | 66 |
| PART II: APPLICATIONS AND CLASSROOM USE ACTIVITIES | 71 |
| Applications | 73 |
| Classroom Use Activities | 78 |
| Learning Tools of Cultures | 84 |
| PART III: RESOURCES | 85 |
| Ethnic Organizations and Resources | 86 |
| Little City Halls | 89 |
| Museums | 90 |
| International Organizations in the Boston Area | 93 |
| Consulates | 103 |

| | PAGE |
|---|---|
| International Businesses | 10[illegible] |
| Organizational Resources | 111 |
| Other Organizational Resources | 120 |
| PART IV: REFERENCES | 121 |

# PART 1:




# Program Activities

# SAMPLE PROGRAM ACTIVITIES

Below is a sample activity schedule of a typical program cycle. Following the schedule are the student handouts, materials and lists of contacts and resources used in the past by Global Classroom.

DAY ONE:
BOSTON AND YOU

Introductory Activity - small group interviews
Global Classroom Dictionary
Where's Boston - visit and discussion
Group Activity - visit and discussion

DAY TWO:
ETHNIC COMMUNITY EXPLORATION

Community exploration guide (small group)
Interview - Community representatives
Community center visit
Ethnic lunch
Exploration: sites, smells and sounds
Health / Sports / Dance in community

DAY THREE:
PORT OF ENTRY

Airport information sheets
Tour of Logan International
Interview Customs and Immigration officials
Lunch
Name Game
Discussion of airport

DAY FOUR:
ENTERING A NEW CULTURE

Consensus activity: New Society
Lunch
Informal discussions with international students

DAY FIVE:
CULTURE DAY

(Focus on one culture)
Welcome by international students
Slides / Discussion / Clothing
International Food
Celebrations and Festivals
Arts and Crafts
Music and Dance

DAY SIX:
INTERNATIONAL DIPLOMACY AND COMMUNICATIONS

Preparation for consulate
Consulate visit
Lunch
International news reporting - visit newspaper
Rumor Control Activity

DAY SEVEN:
INTERNATIONAL BUSINESS

Information on Boston's Multinational Corporations
Visit an International Business
Exchange foreign-made products research

DAY EIGHT:
OUR CULTURALLY PLURALISTIC SOCIETY

Brainstorm - meaning of culture
Cross-cultural simulation game
Ethnic potluck lunch
Cultural show and tell
Final projects and skits
Farewells

# DAILY TASKS THAT NEED TO BE DONE

1. Introduce a guest speaker.
2. Write thank you notes to guest speakers.
3. Take slides or photos of the activities.
4. Be responsible for attendance.
5. Lead a group discussion.
6. We need at least two people to be reporters. They would write about the places we go and give a report on the last day about the various activities.
7. Write an article for your school or local newspaper.
8. Help clean up.

YOUR JOURNAL

Daily, you are responsible for writing down your feelings about the day, the places you went, the people you saw, heard and the things you observed. Please answer the following guide questions when you write in your journal each day.

Guide Questions:

1. What was the activity?
2. What did I see?
3. What did I hear?
4. How did I feel?
5. What did I learn?
6. What did I like or dislike?
7. Who did I meet?
8. Any other observations or comments.

Your journal will be collected at the end of the program.

# GLOSSARY

BOSTON AND YOU:

BI-LINGUAL: Using two languages.

CULTURE: Shared beliefs, values and attitudes among members of a group which makes them different from others.

ETHNIC: A group defined by race, religion or national origin.

ETHNICITY: Peoplehood, a sense of commonality or community.

MINORITY: A group which is not dominant in a society.

MULTI-ETHNIC (MULTI-CULTURALISM): Representing more than one ethnic or cultural group.

RACE: A group of people distinguished by physical appearance such as skin color.

ETHNIC COMMUNITY EXPLORATION

COMMUNITY: A group that shares common interests or living space.

CULTURAL PLURALISM: Different cultural groups existing together.

DESEGREGATION: Right of every individual to equal legal status.

INTEGRATION: Change in attitude; removal of prejudices that separate people.

MELTING POT THEORY: The blending of many cultures into one system.

SEGREGATION: Separation

SOCIAL SERVICE AGENCY: An organization that provides assistance to meet people's needs.

PORT OF ENTRY:

ALIEN: A person who is a citizen of a foreign country.

CITIZEN: A person who, by birth or by naturalization owes allegiance to a government and is entitled to protection by it.

CUSTOMS: Controls to check goods and impose duties (taxes) on some objects imported into a country.

IMMIGRATION: Process of entering a foreign country.

PASSPORT: An official document issued by a country to a citizen who plans to travel abroad.

VISA: Permission (usually stamped in a passport) for a person to enter another country.

PROGRAM ACTIVITIES

ENTERING A NEW CULTURE:

COMMUNICATION: Transfer of meaning, both verbal and non-verbal.

INTERNATIONAL: From more than one country.

NATIONAL: Relating to one group, country, or people.

OBSERVE: To perceive, notice or watch.

STEREOTYPE: Based on a mold or preconceived idea; unaware of individual differences.

CULTURE DAY:

ARTIFACT: A product, something made by human beings.

CUSTOM: A habit or ritual done by members of a cultural group, i.e., sending birthday cards is a custom in the U.S.

FOLKLORE: Beliefs, legends, customs, etc., of a people, tribe.

FOLKTALE: Stories that people tell over and over again about subjects that are important to them as members of a given culture.

HOMOGENOUS: Similar, of the same kind.

INTERDEPENDENCE: Mutually dependent, relying on one another for support.

INTERNATIONAL DIPLOMACY AND COMMUNICATIONS:

CONSUL: Head of the consulate.

CONSULATE: An office representing a foreign country.

INTERNATIONAL BUSINESS:

EXPORT: A product that is sent abroad.

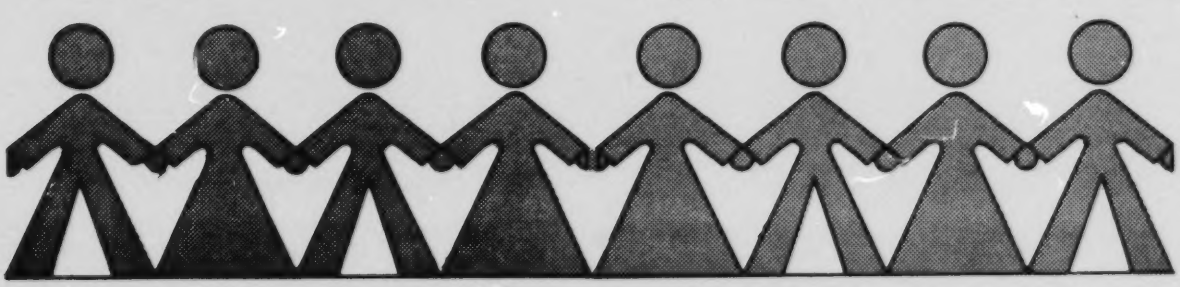
IMPORT: A product that is brought from abroad.

MULTINATIONAL CORPORATION: A company that conducts business in more than one country.

OUR CULTURALLY PLURALISTIC SOCIETY:

CROSS-CULTURAL: The comparison of commonalities, uniqueness and differences between cultures and groups.

SIMULATION: A created happening.



# DAY ONE:

# Boston and You

The goal of these activities is for students to learn about the city of Boston and to get acquainted with one another through the exploration of their communities and backgrounds. After the orientation, students are assigned to small groups of 8-10 in order to achieve a mix of schools, ethnic backgrounds and sexes. A teacher or staff person facilitates small group activities. Two students from different schools interview one another following the questions on the small group interview handout. Each student then introduces the person they interviewed to the small group.

In a large group, participants show on a map where they live, go to school and the outline of their community. For an assignment they are asked either to draw a map of their community or to explain how they would take a visitor on a tour of their community. These assignments draw out information about the various communities represented within the group. Participants then brainstorm what they associate with Boston. Brainstorming is a technique used to elicit ideas and images which are not discussed, they are merely listed, hence, there is no right or wrong. This is followed by visits to "Where's Boston?", a multi-media show, and to the John Hancock Observatory, from which the whole city and some of the suburbs can be seen. Participants review the questions on the handouts in order to focus their observation and discussion on Boston's communities, the diversity of its people and communities, its industry and characteristics for which it is well known.

PROGRAM ACTIVITIES

GLOBAL CLASSROOM CONTACTS FOR DAY ONE: BOSTON AND YOU

"WHERE'S BOSTON"
60 State Street
Boston, MA
367-6090
10 a.m. - 5 p.m.

Multi-media presentation of faces, places and areas in city. Group rates available through Dorothy Bearak. For public relations information contact Sarah Burns, 1050 Massachusetts Avenue, Cambridge, MA 02138
661-6575.

JOHN HANCOCK OBSERVATION TOWER
John Hancock Place
200 Clarendon Street
Boston, MA 02117
247-1976

In addition to a good aerial view of the city and its neighborhoods, you can see how Boston has changed through the pictorial collections. For group reservations contact Sharon Serra.

HANDOUTS FOR DAY ONE:

1. Small Group Interviews
2. Where's Boston Question Guide
3. Discussion of Where's Boston
4. John Hancock Treasure Hunt

# SMALL GROUP INTERVIEWS

These questions will help you get to know the person you are interviewing. You probably won't have time to discuss all of them, so choose your favorites . . . or make up your own. Afterwards, you'll have a chance to introduce your partner to the other members of your small group.

1. What's your name?
2. Where do you live?
3. Have you always lived there?
4. What school do you go to?
5. How do you like school?
6. What are your favorite subjects?
7. Do you study or speak any other languages besides English?
8. Which sports do you like?
9. What is your favorite book or movie?
10. What foods do you like to eat?
11. Have you ever traveled outside of Massachusetts?
12. Have you ever traveled outside of the United States?
13. If you could go to any country in the world, where would you go?
14. What do you want to do in the future?
15. What do you hope to learn this week?
16. What did you learn today?

NOTES:

# "WHERE'S BOSTON" QUESTION GUIDE

As you watch Where's Boston pay particular attention to these questions and statements. We will later discuss our responses to the presentation.

NEIGHBORHOODS

1. Do you see your own neighborhood?
2. What are the names of the different communities?
3. What is the housing like?
4. Notice food areas and transportation.
5. Did you agree with how they portrayed your neighborhood?

PEOPLE

1. What ethnic groups are in Boston?
2. Why do the speakers in the presentation have different accents?
3. Do you think people in the presentation are portrayed accurately? Which are the stereotypes?
4. What kinds of economic backgrounds did you see?
5. What are people's attitudes toward:
   - their community
   - change
   - other people
   - themselves
   - Boston
6. What do the people share in common concerning their:
   - feelings
   - thoughts
   - actions
7. How do the different seasons affect people's lives?

CUSTOMS OF BOSTONIANS

1. What kind of work do Bostonians do?
2. What kinds of clothes are worn?
3. What kinds of music and art do they enjoy?
4. What sports do they enjoy?
5. What festivals are celebrated and how do they reflect people's cultures?
6. What religions can you identify and what part does it play in people's lives?
7. What role do Bostonians have in politics?

BOSTON AS A WHOLE

1. What things would you call: traditional, modern, classical about Boston?
2. How do the arts influence Boston?
3. How do the schools and students influence Boston?
4. Does the presentation say all there is to say about Boston? Why or why not?

Notice artifacts in the lobby. What do they tell you about people?

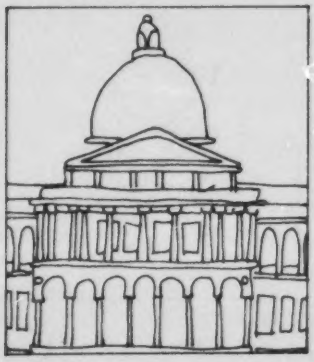
# DISCUSSION OF "WHERE'S BOSTON"

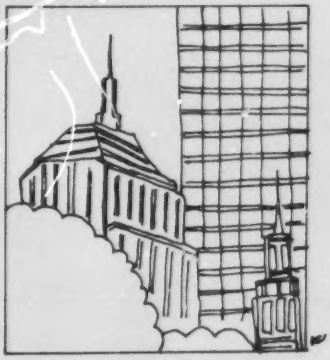
1. Respond to your question guide in your small groups.

2. Discussion Suggestions:
   A. Stereotyping: What does it mean, what labels and stereotypes are you given, how does it feel, do you stereotype others?
   B. Is it better to encourage ethnic differences or discourage them and encourage people to be in the melting pot of America?

3. ASSIGNMENT: Choose which one you would like to do and do a good job developing it. All of the below will be shared with the group. This assignment is due tomorrow!!!

   A. Write an essay about your neighborhood.
   B. Take a walk in your neighborhood, mental or physical, and design a tour for a friend who is coming to visit you. Consider: what is in your neighborhood, homes, shops, playgrounds, schools, historic sites and how many places to include, amount of time of your tour, can you walk to all the places, what feelings do you want to communicate to your friends.
   C. Draw a map of your community, using pictures of your favorite places.





# JOHN HANCOCK TREASURE HUNT

Please work with the person you interviewed to find the answers to the following questions.

NAME WHAT YOU CAN RECOGNIZE:

1. Buildings _____
2. Streets _____
3. Parks _____
4. Bridges _____
5. MBTA Lines _____
6. Communities _____
7. Schools _____
8. Churches _____

IN WHICH COMMUNITY ARE THESE PLACES LOCATED?

1. USS Constitution _____
2. University Mass. Harbor campus _____
3. Boston Center for the Arts _____
4. Franklin Park _____
5. Arnold Arboretum _____

WHAT IS THE NAME(S) OF:

1. The first Boston street to be turned into a street from mudflat and water. _____
2. The local industry in which Boston's port is very active. _____
3. The building that was once Boston's tallest spire designed after a Greek temple with a lower saucer dome. _____
4. The building with the gold dome. _____
5. The famous market in Boston. _____

6. Boston's famous sport teams:

Hockey_____ Football_____

Basketball_____ Baseball_____

7. The city next to Boston which is famous for its colleges.

_____

THE CITY FLIGHT PRESENTATION

1. What is the city flight?_____
2. What museum is on the Charles River?_____
3. Where is Bunker Hill?_____
4. In what part of the city is the Old North Church?_____

_____

5. Logan airport is the _____th busiest airport in the world.
6. How many colleges do you hear named?_____
7. Boston is considered one of the greatest _____ centers.

BOSTON 1775

1. In 1775 what did the Back Bay look like?_____

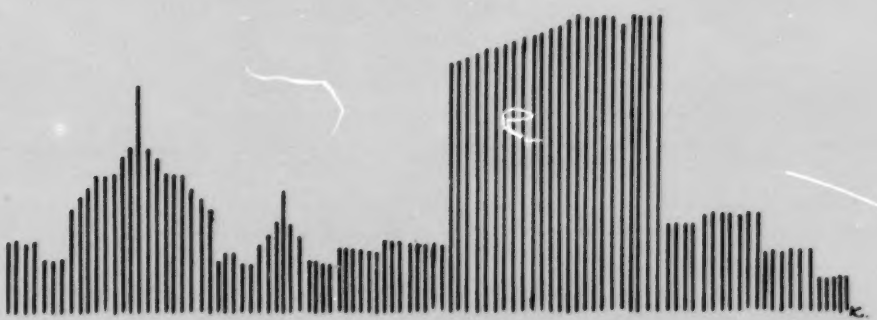
_____

2. What is the show "Boston 1775" about?_____

_____

_____

_____



# DAY TWO:

# Ethnic Community Exploration

Following a sharing of the assignments relating to the students' communities, participants review the community exploration guide and fact sheet. The activities focus on one ethnic community in order to have an indepth exposure to that community, its people and their concerns. The activities are designed to build observation and sensory skills as well as to stimulate discussion about what characterizes a community, how it functions and what its needs are.

Global Classroom has conducted community exploration activities in the Chinese, Cape Verde and Lower Roxbury/South End Communities. To give an example, in order to learn about the Chinese community in Boston, participants walk to Chinatown. In the Quincy Community Center they learn about the community by talking to the manager of Little City Hall, the director of the health center and youth workers. After an overview of the community and a tour of the center, in their small groups, participants explore Chinatown on foot with maps showing their route and a set of questions. Everyone eats buffet style at a Chinese restaurant to sample as large a variety of dishes as possible. After lunch each small group reports on their observations and findings.

A follow-up to the morning session on attitudes towards life and health may include an acupuncture demonstration to learn about Oriental medicine. A martial arts demonstration teaches the value Chinese place on order, harmony with nature and physical and mental discipline.

HANDOUTS FOR DAY TWO:

1. General Community Exploration Guide
2. Chinatown Exploration Guide
3. Chinatown is More Than Fortune Cookies
4. Cape Verde and Its People, A Short History
5. Folk Tales of the Cape Verdean People

GLOBAL CLASSROOM CONTACTS FOR DAY TWO
ETHNIC COMMUNITY EXPLORATION

We have focused on Chinatown using using the following resources:

CHINATOWN LITTLE CITY HALL
885 Washington Street
Boston, MA 02110
542-5931

Mr. David Lan, manager of Little City Hall, is available to speak to students and provide them with an overview of the community as a warm-up before their own exploration. He needs one month's notice to set up an appointment.

ACUPUNCTURE PRACTITIONERS ASSOCIATION
380 Green Street
Cambridge, MA 02139
864-0507

Ms. Alka Khetarpal is available to speak to groups with a slide presentation about Chinese medicines, including herbs and acupuncture. Dr. Pak, an acupuncture doctor from Korea, will demonstrate on Ms. Khetarpal and answer questions.

SOUTH COVE COMMUNITY

SOUTH COVE HEALTH CENTER
885 Washington Street
Boston, MA 02110
482-7555

The health center is located in a complex that houses the Quincy School, Little City Hall, a theatre and other community services. Ms. Lee has set up visits through the center and meetings with representatives to speak about concerns of the community and some of the unique problems that the Chinese have had, both in terms of health care services and immigration. For more information contact Ms. Evelyn Lee, Director.

WAH LUM KUNG FU ACADEMY
(Martial Arts)
117 Causeway Street
Boston, MA 02114
523-6318

Mr. P. Chan is master at the school and will demonstrate his style, Praying Mantis, either at the school or another site with the aid of his students and wife. He charges a demonstration fee.

TAI CHI ASSOCIATION
16 Peterboro Street
Boston, MA 02215
536-4115

Mr. Liang, a master of Tai Chi for 30 years, and his students will explain the history and discipline of Tai Chi as well as demonstrate techniques. He charges a demonstration fee.

Other Ethnic Community Contacts:

ROXBURY

COOPER COMMUNITY CENTER
1891 Washington Street
Roxbury, MA 02119
445-7813

This center serves the lower Roxbury and Southend areas. Mr. Richard Peters, the Director, will arrange visits to the center, and will speak to groups about community development work. He is an excellent resource person and works extremely well with youth groups.

CAPE VERDE

GEORGETTE GONCALVES
Madison Park High School
55 New Dudley Street
Boston, MA 02119
445-2440

Ms. Goncalves has resources for anyone interested in hearing about the Cape Verdean community.

SOUTHEND

SOUTHEND LITTLE CITY HALL
109 West Newton Street
Boston, MA 02118
267-1640

Ms. Janette Hajjar, manager of Little City Hall, has lived in the Southend for many years. She gives tours of the neighborhood and provides many interesting insights about the area, its development and inhabitants. There are 37 ethnic groups living in the Southend and Ms. Hajjar will tailor the tour to the interests of the group. About one week's notice is needed.

# GENERAL COMMUNITY EXPLORATION GUIDE

STORES/SHOPS/RESTAURANTS

1. What kinds of stores did you see? What are their names?
2. Who is shopping? What are they buying?
3. How many restaurants did you see? What are their names and what kind of food is served?

PEOPLE

1. Who is on the streets?
2. What are the people doing?
3. What language(s) are they speaking?

COMMUNITY

1. Did you see any schools?
2. What social service agencies did you see?
3. What did you notice about the recreation places?
4. Is the community residential or commercial? Are there housing developments?
5. What would it be like to live here?

# CHINATOWN EXPLORATION

WALK ALONG: Harrison Avenue, Beach Street, Tyler Street, Hudson Street, Kneeland Street

WHAT DO YOU SEE, HEAR AND SMELL?

STORES / SHOPS / RESTAURANTS

1. Where did you see the following and what is sold there?
   - Bakery
   - Meat Store
   - Fish Market
   - Noodle Factory
   - Gift Store
2. Can you remember the names of the stores? Their addresses?
3. Who is shopping and what are they buying?
4. How many restaurants did you see?
5. What are their names? Addresses?
6. What kind of food is served?

PEOPLE

1. Who is on the street?
2. Are they mostly men, women?
3. Are there any children?
4. Are they mostly young people, old people?
5. How are they dressed?
6. What are they doing?
7. Are they speaking English?

SIMILARITIES AND DIFFERENCES

1. Did you notice anything unusual about the telephone booths?
2. Which streets have bilingual names (both in Chinese and English)?
3. Did you notice anything different about the movie houses?
4. How is this neighborhood like where you live?
5. How is it different?

YOUR NEIGHBORHOOD

1. Where do you live? (Show on map)
2. Have you always lived there?
3. What would you show a visitor? From India? From another part of Boston?
4. What stores are in your neighborhood? Which ones do you shop in?
5. What restaurants? Which ones do you go to?
6. What churches? Have you been to any of them?
7. Who lives in your neighborhood?
8. What languages are spoken?
9. Was your neighborhood shown in "Where's Boston"?
10. Did you agree with the representation?
11. What neighborhoods were shown in "Where's Boston"?
12. Which parts did you agree with? Disagree with?

# CHINATOWN IS MORE THAN FORTUNE COOKIES

Boston's Chinese community is the fourth largest in the United States. Although Chinatown proper contains only one-fourth of the city's Chinese population, its role as a cultural and business center for the metropolitan area's 13,000 Chinese and for an additional 5,000 Chinese throughout New England gives it an importance beyond its size. Chinatown is the focal point for shopping, jobs, social life, and entertainment.

Chinatown is bounded by Essex Street to the north, the Massachusetts Turnpike to the south, the Southeast Expressway to the east and Harrison Avenue to the west.

Chinatown is truly a place with tradition and culture. In Chinatown everyone speaks Chinese and it is the primary language, unlike other immigrant communities in Boston where the native language is secondary to English.

The people have preserved a sense of community, family, and solidarity. Tradition in Chinatown is a way of life. It is not something to be studied in history books or museums.

## At Peace with Everyone

The Chinese community is cordial not only to its own people but also to its many visitors. The Chinese are ceremonial and polite, which is often misinterpreted by tourists as subservience. They are a proud yet humble race, giving each individual person proper respect. They are a close knit group united not only by family names but also by mutual obligations. Peter Chan, gracious director of Chinatown's Little City Hall, told this reporter: "We try to be in the middle of the Universe at peace with everyone and everything. We do not want to be in adverse situations."

The Chinese are not competitive. Five thousand years of heritage has taught them that no matter how much you fight it means nothing; there will be little change.

The Chinese are generally aware that many problems exist within Chinatown - problems such as the language barrier, overcrowded housing, few programs for job training, and the difficulties of existing in an alien culture. They are willing to work together to meet these problems.

Their strength is unparalleled in its cohesiveness and solidarity. A traditional sense of mission tells them: "My generation is only a ring of a long chain; the fact that my children will be better off, I too am better off."

The pride and self-awareness of the Chinese reinforce their cultural identity and provide a means of dealing with the problems faced by the community as a whole.

The Chinese community has a great deal of common sense. They are proud of their traditions, and they have a tremendous contribution to offer the city of Boston.

Article by: Betsy Lee
Excerpt from: "Downtown", Dec. '74

# CAPE VERDE AND ITS PEOPLE

The story of the Cape Verdean people begins a long time ago no one is exactly sure just how long ago. Some historians believe that the first people who lived on this string of small islands were Africans from the nearby coast of West Africa.

In the 15th century Portuguese and other European adventurers, settlers and outcasts came to the islands and established small settlements. Portugal made Cape Verde a colony in 1456. The Cape Verdean people were born after generations of contact between these first colonizers and the West African people they imported as slaves.

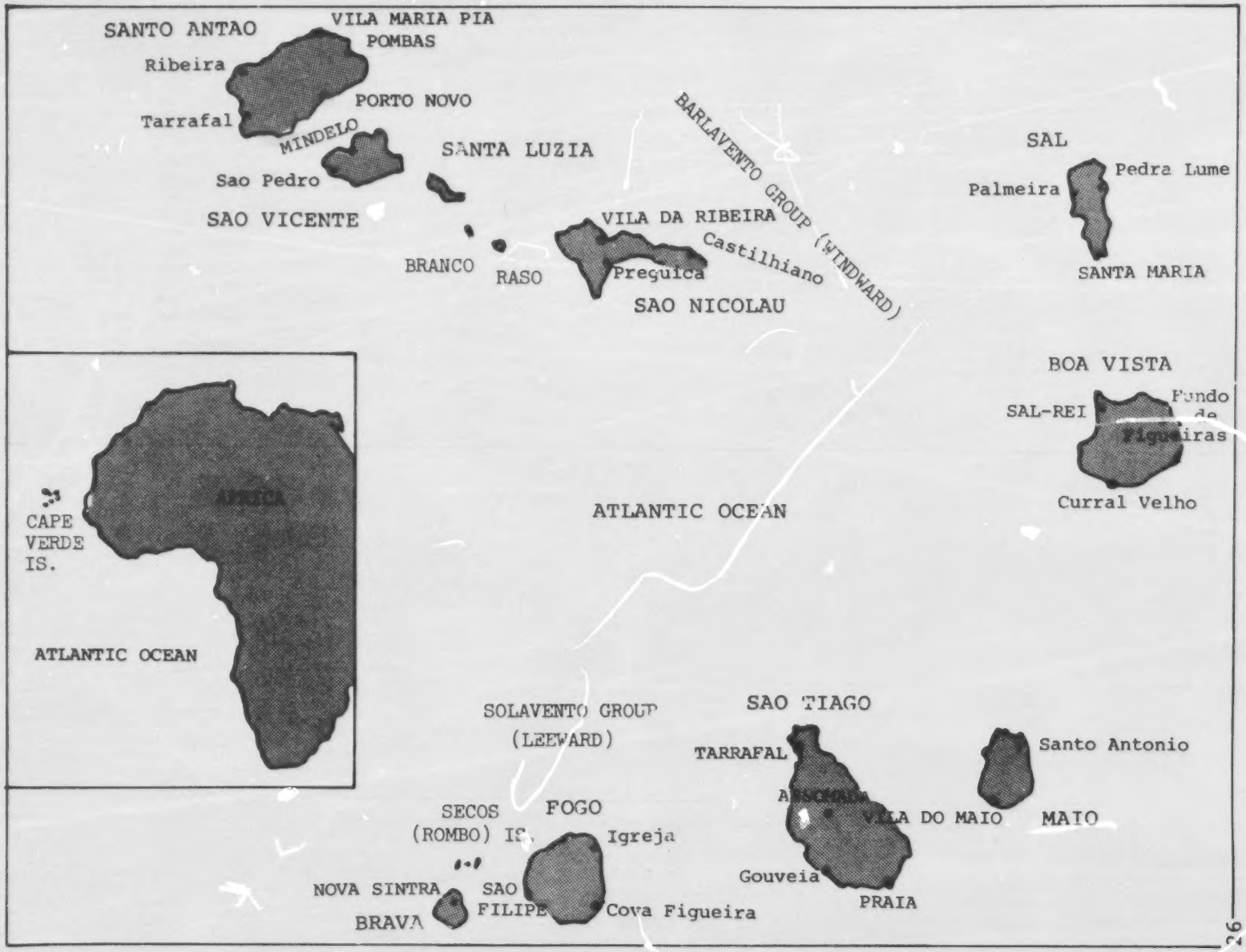
Criminals, adventurers, a few nobles, Jews fleeing the persecution of the Spanish Inquisition and peasants escaping the poverty of Portugal's countryside were typical of the early Portuguese settlers. The dangers and difficulties of life in the Islands made it hard to attract settlers. Other Europeans who also settled in the Islands included small numbers of French, English, Italians and Germans. These included pirates and ordinary seafarers who had jumped ship, as well as traders and fortune-seekers. Within the confines of these isolated islands the population of Cape Verde developed as a multi-racial people, a people of many faces.

Crioulo is the language of the Cape Verdean people. Crioulo developed very early in the history of African and European interaction in the Islands. It served as a vehicle for inter-ethnic communication among the African slaves and very quickly became the "lingua franca" or the everyday language of the common people of the Islands.

Cape Verde became an independent nation on July 5, 1975. The long movement towards liberation from foreign rule has signaled the beginning of a new era in the history of the people of these islands.

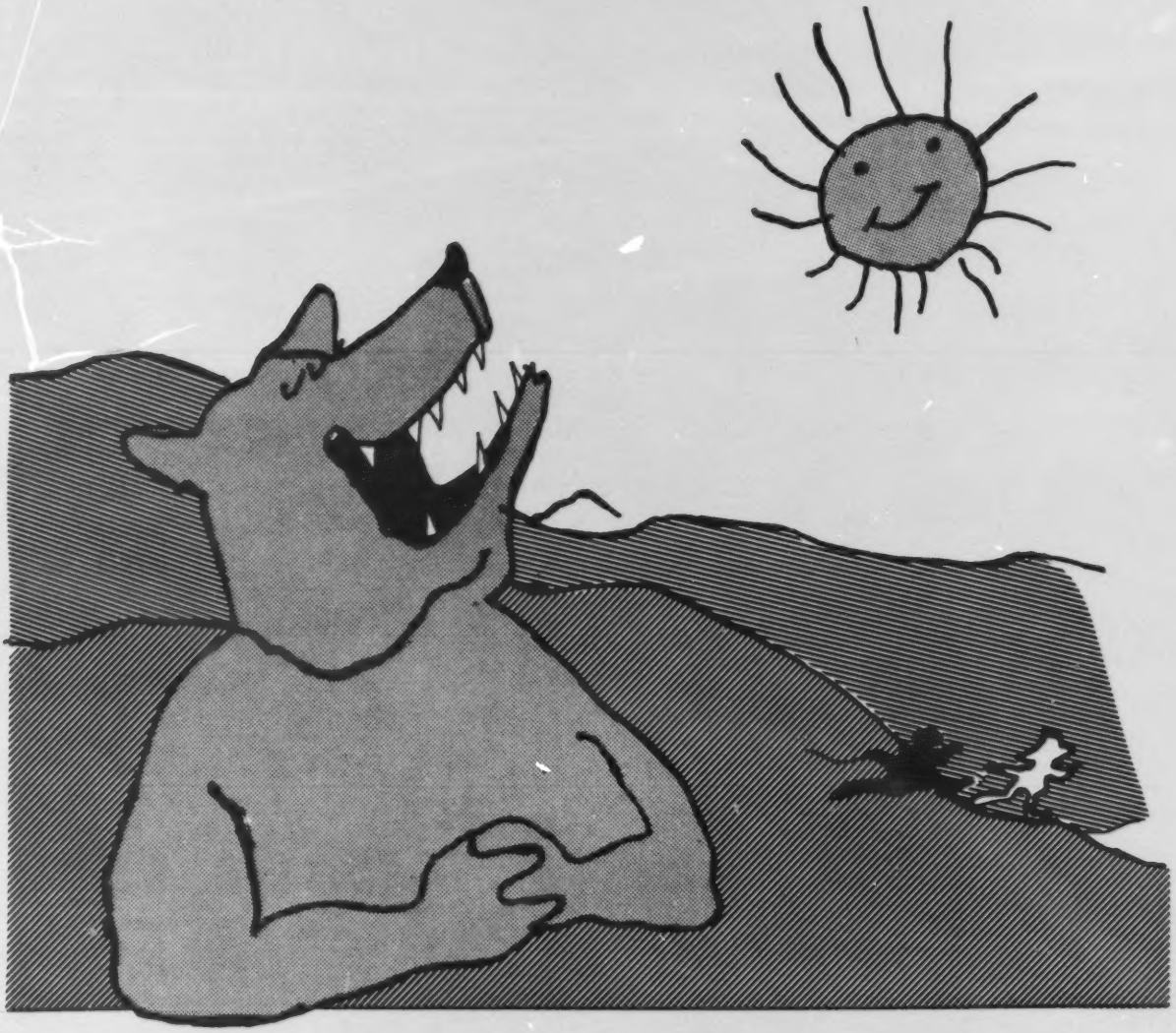
Many people who had never even heard of Cape Verde just a few years ago now have found new interest in this young country. The islands' geographic location gives them strategic military and economic importance so the world's major powers will watch their political life with interest. Also, many of the islanders who fled poverty and starvation found a home in the U.S. Today there are some 300,000 Cape Verdean-Americans, mainly in New England. (California, New York, Pennsylvania and Ohio also have Cape Verdean communities.)

As Americans move past the celebration of two hundred years of independence, and as the Republic of Cape Verde enters her new era of independence, it is time to begin discovering the history of these people. It is a history of unknown and "invisible" people who have survived the exploitation of the more powerful for hundreds of years. There is much to be discovered.




PROGRAM ACTIVITIES

# FOLK TALE OF THE CAPE VERDEAN PEOPLE



STORM COMING

Contributed by: Antonio Mendes, 3/19/79, a student at Madison Park High School.

Adapted from: A folk tale book.

Nho Lobo was a lazy wolf. And GREEDY, too -- he ate everything he could find. But his nephew Tubinho was different; he was a worker.

One day they planted Mandioca together. Tubinho worked hard, digging the soil and planting the Mandioca shoots. But by the end of the day, his uncle had eaten up all the new shoots. Poor Tubinho had to plant some more.

A few days later Nho Lobo saw Tubinho's plants growing high. He went to his nephew and said, "I'm hungry. I wish I had some of that Mandioca." Tubinho told him it wasn't ready to eat. But the wolf answered, "Then give me something else to eat. But I'd really like that Mandioca." Nho Lobo begged and begged. Finally Tubinho pulled up a plant and gave it to him.

Nho Lobo loved the plant, but he didn't love work. He made a plan to take all the Mandioca away from Tubinho. "You don't have to work here anymore," he told his nephew. "I'll do the work and give you some plants when they are ready." But he tricked Tubinho, he ate all the Mandioca himself in one day.

Two days later, Tubinho passed by Nho Lobo's house. In his hand he had two long ropes made from Carapata* he had cut. When Nho Lobo saw him he asked, "What are you going to do with all that rope?" Tubinho pointed to a black cloud in the sky.

"Well, what is it?" asked Nho Lobo.

"A big storm is coming," said Tubinho. "It's going to kill everybody that isn't tied."

"Sell me some rope," said Nho Lobo.

"I can't sell this rope," said Tubinho, "I need to tie myself to a tree so the storm won't get me." He started to tie himself.

"Tie me first!" cried Nho Lobo. So Tubinho tied him to a fig tree. He knotted the two ropes together. Then he walked away and left his uncle there. A few days later, a monkey came to the fig tree. He started to eat some figs. Nho Lobo was still tied there.

"Throw me a fig, monkey! he shouted. "I'm so hungry."

The monkey threw a fig into the wolf's mouth. Soon Nho Lobo was crying again. "Untie me monkey," he begged.

"No, I'm not going to untie you. I can't trust you."

---

*CARAPATA is a rugged plant that grows wild everywhere on the rocky mountain slopes of Cape Verde. Cape Verdeans pull the strong white fibers from the green pointed leaves of the Carapata plant. After the fibers are dried in the sun they can be used to make strong rope or twine. Some people even make floor mats, pocketbooks and many other household items from the fiber of the Carapata plant.

"Please, monkey! I'll give you my land and everything on it." cried Nho Lobo. But the monkey said no. Four more times he begged. Finally, the monkey felt sorry for Nho Lobo and untied him. When Nho Lobo got free, he suddenly grabbed the monkey's tail and pulled hard.

"What are you doing?" cried the monkey.

"Just trying to wake up my hand," said Nho Lobo. "It fell a-sleep when I was tied up."

The monkey screamed, "Nho Lobo, let me go! Please let me go! I've been so good to you!"

But Nho Lobo laughed and said, "No, I'm not going to let you go! I'm going to kill you and eat you now!"

Tubinho was close-by on a hill and heard their noise. He called, "Oh Nho Lobo, do you know the best way to eat the monkey?"

"No, how?" asked Nho Lobo.

"Tie his feet together and throw him up in the air," said Tubinho. "He'll fall down into your mouth and that way you won't lose even a hair."

"Tubinho, you're a smart boy! That's the way to do it," said Nho Lobo.

So he took the monkey and threw him high in the air. The monkey fell down and ran away. He found Tubinho and said, "Thank you, you saved me from Nho Lobo."

And Nho Lobo stood there all day and all night with his mouth open . . . waiting.

# DAY THREE:

# Port of Entry

Massport links Boston to the rest of the world through international travel and trade. Participants learn about the volume of international and domestic passengers, by cargo and mail reviewing the Logan travel handout. In addition they review and compare imports and exports of the Boston area. (See charts)

Participants experience the ease with which one can take a flight from Boston by traveling to Logan International Airport by subway. An educational tour guide explains the organization and operations at the international terminal, and career opportunities at the airport. Immigration and customs officials discuss their jobs and responsibilities and answer questions relating to the process of entering the United States. A fieldside bus tour introduces the Massport community's facilities and includes seeing the inside of a plane.

Following lunch participants play a name game in a large circle. Playing this name game helps build group unity and respect and insures everyone a chance to participate to learn about others. One variation is for each person to say the names of the persons they are sitting next to. This is followed by individuals taking turns saying everyone's name. A short informal discussion about Massport and an assignment to write questions for the international students (DAY THREE) end the day.

GLOBAL CLASSROOM CONTACTS
FOR DAY THREE: PORT OF ENTRY

LOGAN INTERNATIONAL AIRPORT
Tour Coordinator
Tower Building, 5th floor
East Boston, MA 02128

Three weeks advance notice is needed for tours (they are free). They will pick up the group at the airport subway stop. In order to spend extra time at Customs and Immigration, it is important that you make the goal of your visit very clear to the coordinator and tour guide. You can also set up your own meetings by contacting:

IMMIGRATION
Volpe International Building
Logan International Airport
East Boston, MA 02128
223-2337

An officer can talk to groups about immigration procedures, laws and career opportunities as well as answer questions. Officer Sonya B. Roll addressed our group and was excellent - call one week in advance.

U.S. CUSTOMS
Logan International Airport
East Boston, MA 02128
223-7700

An officer will explain why there are restrictions on some articles and how officers look for them as well as how they work with the U.S. Dept. of Agriculture. Contact Mr. O'Malley.

# LOGAN in '76

## BOSTON-LOGAN INTERNATIONAL AIRPORT
### Statistics Relative to the Use of Airport Facilities
For the Twelve Months Ended June 30, 1976 & 1975

**FLIGHTS**

| | 1976 | 1975 |
|---|---|---|
| Domestic | 210,620 | 210,144 |
| International | 18,202 | 19,136 |
| Civil Aircraft | 34,025 | 36,983 |
| Total | 262,847 | 266,263 |

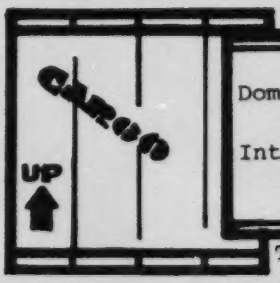
**PASSENGERS**

| | Domestic | Internat. | Civil Aircraft | Total |
|---|---|---|---|---|
| '76 | 9,555,854 | 1,424,232 | 83,009 | 11,063,095 |
| '75 | 9,020,710 | 1,398,588 | 86,121 | 10,505,419 |

**MAIL (Pounds)**

| | 1976 | 1975 |
|---|---|---|
| Domestic | 74,207,424 | 75,919,004 |
| Internat. | 4,827,606 | 4,062,193 |
| Total | 79,035,030 | 79,981,197 |

**CARGO (Pounds)**




| | 1976 | 1975 |
|---|---|---|
| Domestic | 251,106,515 | 241,643,478 |
| International | 74,282,399 | 70,049,146 |
| Total | 325,388,914 | 311,692,624 |

## IMPORTS: TEN LEADING COMMODITIES IMPORTED INTO BOSTON

| | SHORT TONS |
|---|---|
| Petroleum Products | 8,485,000 |
| Sugar | 455,000 |
| Liquefied Gases | 379,000 |
| Gypsum | 192,000 |
| Salt | 88,000 |
| Lumber | 69,000 |
| Primary Metal Products | 57,000 |
| Motor Vehicles and Parts | 46,000 |
| Fabricated Metal Products | 36,000 |
| Alcoholic Beverages | 28,000 |

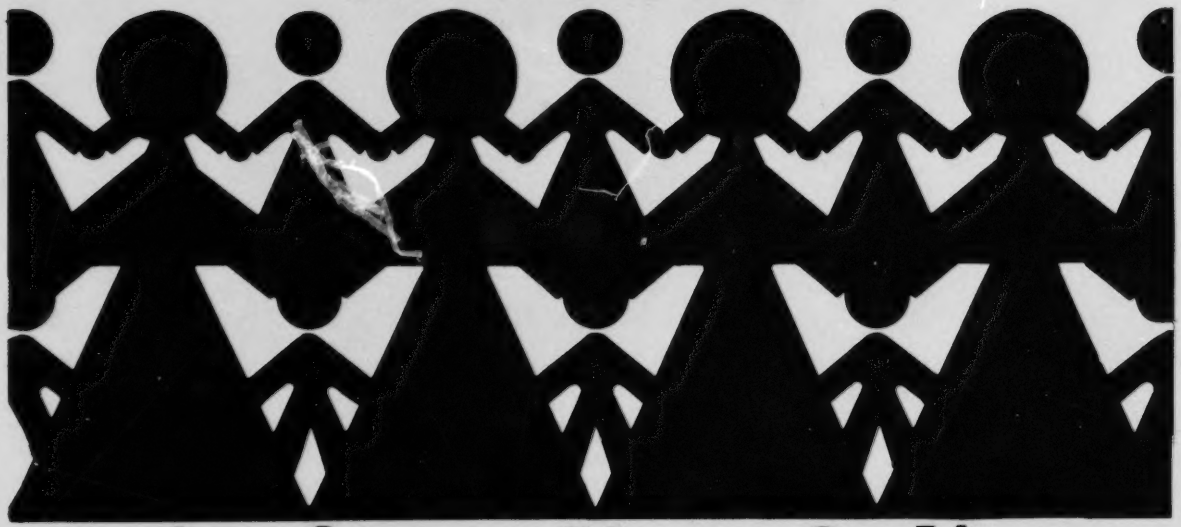
(Based on average recent years)

## EXPORTS: TEN LEADING COMMODITIES EXPORTED FROM BOSTON

| | |
|---|---|
| Ferrous Scrap | 612,000 |
| Tallow, animal fats and oils | 49,000 |
| Paper, Paperboard | 30,000 |
| Electrical Machinery, Equipment | 13,000 |
| Plastic Materials | 10,000 |
| Basic Chemicals and Products | 9,500 |
| Paper Waste and Scrap | 9,000 |
| Grain Mill Products | 9,000 |
| Leather and Leather Products | 8,000 |
| Textile Waste and Scrap | 8,000 |

Statistics Courtesy of Massport Authority
Annual Report, 1976.

# DAY FOUR:



# Entering a New Culture

The activities on this day center around values awareness and clarification as well as issues related to who is in our society and why and what it feels like to come to the United States. The handouts about international students show which parts of the world most of them come from and at which schools in Boston they choose to study. In small groups, participants discuss the reasons why there are so many international students in Boston and why most of them are from the Middle East.

New Society is a concensus activity during which participants clarify what attributes they think are required in a society for survival. Each participant individually selects the 7 out of 15 persons described with whom he/she would start a New Society and then chooses the issues which influenced that decision. In small groups, participants discuss their choices of persons with whom they would start a new society. The goal is to reach a concensus of which persons should be chosen. In the large group, the choices and issues are shared and compared for discussion about attributes for survival as well as concensus and the awareness that no "answer" is right or wrong.

After lunch participants meet with an international student in their small group. The student has been asked to talk briefly about his/her background, reasons for coming to the United States and what it feels like to be a student here. Often the students bring objects, coins, pictures, maps and clothing from their countries. Participants then ask their prepared questions. Since the international students are college age they provide excellent role models for Global Classroom's participants who are only a few years younger. The students are selected to represent a diversity of cultures and experience. After about 20-30 minutes with a small group, they switch groups.

HANDOUTS FOR DAY FOUR:

1. New Society
2. International Student Experience Questions
3. Foreign Students in the United States: Where do they come from?
4. Foreign Students Enrolled in Boston Area Colleges and Universities

GLOBAL CLASSROOM CONTACTS FOR DAY FOUR: ENTERING A NEW CULTURE

| | |
|---|---|
| GLOBAL CLASSROOM<br>World Affairs Council<br>22 Batterymarch Street<br>Boston, MA 02109<br>482-1740 | Contact Steve Sjoberg or Cynthia Sondej to arrange visits by international students to the classroom. |

## INSTRUCTIONS FOR THE NEW SOCIETY

SUMMARY SHEET(INDIVIDUAL INSTRUCTIONS)

1. Place a check beside the names of the people you selected to help you form a new society.

2. Read the columns next to the names of the people you selected. Place a check mark in the appropriate columns which best reflect the issues which influenced your decision to select these people.

3. Tally the number of check marks at the bottom of each column.

---

GROUP INSTRUCTIONS

1. The group should discuss the 7 people they have selected and place a small circle in the appropriate columns which best reflect the issues which influence your group's decisions.

2. Tally the number of small circles at the bottom of each column.

---

INDIVIDUAL INSTRUCTIONS

1. Write the five issues which received the most check marks (individual selections).

2. Write the five issues which received the most small circles (group selections).

3. Compare the individual and group selections.

This activity was adapted from Planning for Ethnic Education, An Overview of the Elements Necessary in Planning and Implementing Ethnic Studies published by the Illinois Office of Education.

## NEW SOCIETY-DECISION FORM

INDIVIDUAL INSTRUCTIONS: Select 7 out of 15 people listed below to help you develop a new society. These 7 and you will represent the only known humans in existence. The 7 and you must have the skills and resources to survive and build a new society.

GROUP INSTRUCTIONS: Your group must make a unanimous decision about the 7 people selected to form the new society. The group must agree upon a sound rationale to support the 7 selections made by the group.

( ) WALI WASHINGTON
20, black, former high school honor student and basketball star, dope peddler and pimp, good health, single, indifferent to religion, playboy.

( ) RITA GOMEZ
21, Spanish-American, Roman Catholic, college graduate, married at 15, divorced at 17, grew up in a foster home, good health, manages a restaurant, 1 child, Esther.

( ) ESTHER GOMEZ
5, Spanish-American, good health, in pre-school.

( ) JENNIFER BONNER
17, white, IQ 65, enjoys growing things and caring for animals, adopted, poor health, special school.

( ) STANLEY WHITE CLOUD
25, American Indian, IQ 160, Wounded Knee leader, poor lungs, political science major, engaged to be married.

( ) DEBORAH GREENFIELD
23, white, Jewish, expert auto mechanic, able to fix most things, good health, married, 2 children, family problems.

( ) RUBY SMITH
27, black Muslim, teacher, good health, vegetarian, very involved in community.

( ) YOSHIKO FUJI
20, Japanese, Christian, single, student in college, major in science, enjoys art.

( ) HECTOR MORALES
30, Spanish-American, Pentacostal, B.S. and M.A. in education, teacher of the year award, happily married, former pimp, fair health.

( ) JERRY STEINBERG
29, white, Jewish, successful businessman, problems relating to his family, graduate of Harvard Business School, has diabetes.

( ) CARL THOMPSON
26, black, law degree, fair health, takes yoga, 2 children, happily married lives in a commune.

( ) RENALDO WALKER
28, Indian/black, free-lance writer, studies eastern religion, runs track, has 2 children, separated, homosexual, smokes pot.

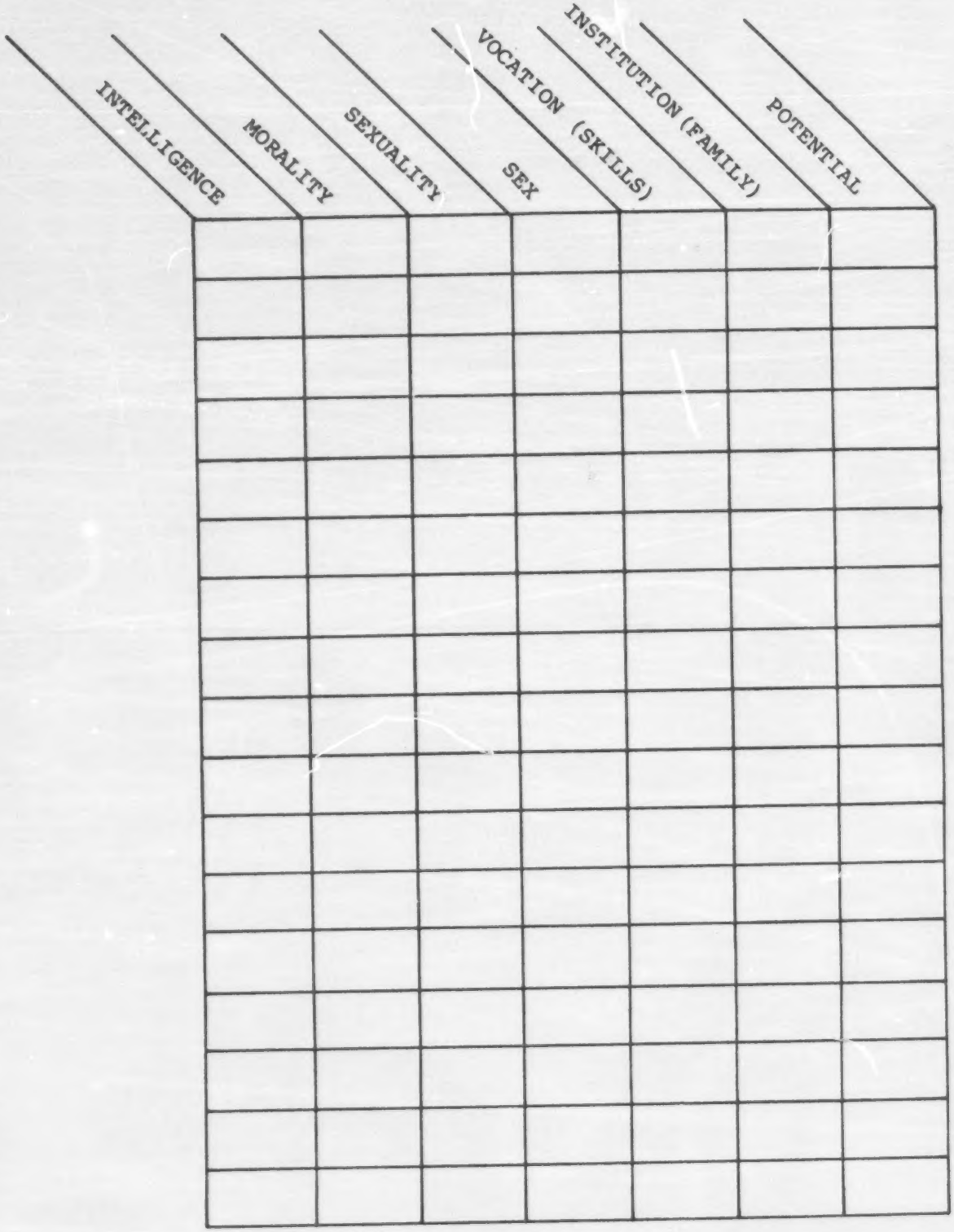
( ) ANN LITTLE
15, white, waitress, play girl and part-time prostitute, good health, lives with boyfriend.

( ) DR. LEE
53, Chinese, doctor of medicine, experimented with LSD, married, 1 child.

( ) ROBERTA GORDON
57, black minister of Methodist Church, sings, married, 2 children, conservative.

# THE NEW SOCIETY SUMMARY SHEET

| NAME | RACE | RELIGION | EDUCATION | HEALTH | AGE |
|---|---|---|---|---|---|
| Wali Washington | | | | | |
| Rita Gomez | | | | | |
| Esther Gomez | | | | | |
| Jennifer Bonner | | | | | |
| Stanley White Cloud | | | | | |
| Deborah Greenfield | | | | | |
| Ruby Smith | | | | | |
| Yoshiko Fuji | | | | | |
| Hector Morales | | | | | |
| Jerry Steinberg | | | | | |
| Carl Thompson | | | | | |
| Renaldo Walker | | | | | |
| Ann Little | | | | | |
| Dr. Lee | | | | | |
| Roberta Gordon | | | | | |
| Total Number of Check Marks (Individual Selections) | | | | | |
| Total Number of Small Circles (Group Selections) | | | | | |


INTELLIGENCE
MORALITY
SEXUALITY
SEX
VOCATION (SKILLS)
INSTITUTION (FAMILY)
POTENTIAL

## PROGRAM ACTIVITIES

FIVE ISSUES RECEIVING THE MOST CHECK MARKS (INDIVIDUAL SELECTIONS)

1.

2.

3.

4.

5.

FIVE ISSUES RECEIVING THE MOST SMALL CIRCLES (GROUP SELECTIONS)

1.

2.

3.

4.

5.

Exercise Designed By:
Theodore H. Wright

Characters Developed By:
Lee H. Wesley & Theodore H. Wright

# INTERNATIONAL STUDENT EXPERIENCE

PREPARATION:

1. Think of 5 questions you might ask an international student. Consider: What would you most like to know about the visitor; his or her country and/or his or her experience in Boston and the United States.

   A.

   B.

   C.

   D.

   E.

2. Consider what it would be like if you were in a foreign country and had been asked to meet with a group of high school students to talk about your country and experiences. What would you say about the United States and Boston?

---

ASSIGNMENT - DUE TOMORROW

1. Write an essay on A or B:

   A. Would you like to live in and/or visit the guest's country? Why or why not?

   B. Would you like to be an exchange student in another country? Why or why not? What would the experience be like?

2. Think of 5 questions for the Culture Day tomorrow.

   A.

   B.

   C.

   D.

   E.

## FOREIGN STUDENTS IN THE UNITED STATES: WHERE DO THEY COME FROM?

### ACADEMIC YEAR, 1977/78

| | |
|---|---|
| AFRICA TOTAL | 17518 |
| Eastern Africa Total | 2796 |
| Ethiopia | 932 |
| Kenya | 846 |
| Rhodesia | 345 |
| Tanzania | 215 |
| Uganda | 215 |
| Zambia | 88 |
| Malawi | 50 |
| Somalia | 42 |
| Malagasy Republic | 25 |
| Mauritius | 20 |
| Other | 18 |
| Middle Africa Total | 445 |
| Cameroon | 320 |
| Zaire | 87 |
| Other | 38 |
| Northern Africa Total | 3425 |
| Libya | 1240 |
| Algeria | 993 |
| Egypt | 891 |
| Sudan | 200 |
| Morocco | 65 |
| Tunisia | 35 |
| Other | 1 |
| Southern Africa Total | 585 |
| South Africa | 511 |
| Swaziland | 30 |
| Lesotho | 25 |
| Other | 19 |
| Western Africa Total | 10255 |
| Nigeria | 8004 |
| Ghana | 977 |
| Sierra Leone | 471 |
| Liberia | 442 |
| Ivory Coast | 148 |
| Gambia | 80 |
| Senegal | 24 |
| Other | 109 |
| Africa, Unspecified | 12 |

| | |
|---|---|
| ASIA TOTAL | 77606 |
| East Asia Total | 23159 |
| China, Republic of | 8089 |
| Hong Kong | 7171 |
| Japan | 5361 |
| Korea, Republic of | 2502 |
| Macao | 27 |
| Other | 9 |
| Middle South Asia Total | 8000 |
| India | 5382 |
| Pakistan | 1621 |
| Bangladesh | 449 |
| Afghanistan | 264 |
| Sri Lanka | 208 |
| Nepal | 69 |
| Other | 7 |
| South East Asia Total | 12546 |
| Vietnam, Republic of | 3937 |
| Thailand | 3758 |
| Malaysia | 1926 |
| Philippines | 1227 |
| Indonesia | 1078 |
| Singapore | 364 |
| Cambodia | 151 |
| Laos | 69 |
| Burma | 22 |
| Other | 14 |
| South West Asia Total | 33901 |
| Iran | 21461 |
| Saudi Arabia | 3885 |
| Lebanon | 1995 |
| Israel | 1509 |
| Jordan | 1257 |
| Turkey | 1094 |
| Kuwait | 1074 |
| Iraq | 706 |
| Syria | 269 |
| Cyprus | 169 |
| United Arab Emirates | 159 |
| Qatar | 104 |
| Oman | 82 |
| Bahrain | 76 |
| Yemen Arab Republic | 55 |
| Other | 10 |

| | |
|---|---|
| EUROPE TOTAL | 11441 |
| Eastern Europe Total | 577 |
| Yugoslavia | 216 |
| Poland | 167 |
| USSR | 95 |
| Romania | 40 |
| Czechoslovakia | 26 |
| Hungary | 23 |
| Other | 10 |
| Western Europe Total | 10864 |
| United Kingdom | 2399 |
| Federal Republic of Germany | 1485 |
| Greece | 1473 |
| France | 1264 |
| Netherlands | 581 |
| Italy | 546 |
| Norway | 524 |
| Spain | 438 |
| Switzerland | 371 |
| Sweden | 367 |
| Ireland | 313 |
| Belgium | 294 |
| Portugal | 202 |
| Denmark | 194 |
| Finland | 166 |
| Austria | 148 |
| Iceland | 68 |
| Other | 31 |
| LATIN AMERICA TOTAL | 23015 |
| Caribbean Total | 5570 |
| Cuba | 2093 |
| Jamaica | 1272 |
| Trinidad & Tobago | 606 |
| Bahamas | 529 |
| Dominican Republic | 320 |
| Haiti | 319 |
| Barbados | 143 |
| Caribbean, Unspecified | 76 |
| Grenada | 57 |
| Netherlands Antilles | 50 |
| Antigua | 21 |
| Other | 84 |
| Central America Total | 6130 |
| Mexico | 3061 |
| Panama | 1017 |
| Nicaragua | 513 |
| El Salvador | 478 |
| Honduras | 436 |
| Costa Rica | 350 |
| Guatemala | 247 |
| Belize | 28 |
| South America Total | 11315 |
| Verezuela | 4395 |
| Brazil | 1679 |
| Columbia | 1516 |
| Peru | 1154 |
| Chile | 648 |
| Guyana | 493 |
| Equador | 476 |
| Argentina | 439 |
| Bolivia | 347 |
| Uruguay | 119 |
| Paraguay | 26 |
| Surinam | 21 |
| Other | 2 |
| NORTH AMERICA TOTAL | 7658 |
| Canada | 7464 |
| Bermuda | 194 |
| OCEANIA TOTAL | 2257 |
| Pacific Islands, Trust Terr. | 1062 |
| Australia | 877 |
| New Zealand | 240 |
| Fiji | 30 |
| Other | 48 |
| STATELESS | 50 |
| WORLD TOTAL | 139545 |

## COUNTRIES FOR WHICH FEWER THAN 20 FOREIGN STUDENTS WERE REPORTED

| | |
|---|---|
| **Eastern Africa** | |
| Comoro Islands | 5 |
| Rwanda | 4 |
| Burundi | 3 |
| Mozambique | 3 |
| Djibouti, Rep. of | 2 |
| Seychelles | 1 |
| **Middle Africa** | |
| Angola | 15 |
| Chad | 10 |
| Central African Empire | 7 |
| Gabon | 4 |
| Congo, People's Rep. of | 2 |
| **Northern Africa** | |
| Canary Islands | 1 |
| **Southern Africa** | |
| Botswana | 14 |
| Namibia | 5 |
| **Western Africa** | |
| Mali | 17 |
| Togo | 17 |
| Cape Verde Islands | 15 |
| Upper Volta | 14 |
| Benin, People's Rep. of | 11 |
| Guinea | 11 |
| Niger | 10 |
| Mauritania | 3 |
| Unspecified | 11 |
| **East Asia** | |
| China, People's Rep. of | 9 |
| **Middle South Asia** | |
| Tibet | 4 |
| Bhutan | 2 |
| Sikkim | 1 |
| **South East Asia** | |
| Vietnam, Democratic Rep. of | 11 |
| Brunei | 3 |
| **South West Asia** | |
| Yemen | 3 |
| Unspecified | 7 |
| **Eastern Europe** | |
| Albania | 5 |
| Bulgaria | 3 |
| German Democratic Republic | 2 |
| **Western Europe** | |
| Luxembourg | 15 |
| Malta | 11 |
| Monaco | 3 |
| Liechtenstein | 2 |
| **Caribbean** | |
| St. Kitts, Nevis and Anguilla | 18 |
| British Virgin Islands | 14 |
| St. Vincent | 12 |
| Cayman Islands | 10 |
| Dominica | 9 |
| Turks and Caicos Islands | 6 |
| St. Lucia | 5 |
| Leeward Islands | 4 |
| Martinique | 3 |
| Windward Islands | 2 |
| Montserrat | 1 |
| **South America** | |
| French Guiana | 2 |
| **Oceania** | |
| Western Samoa | 16 |
| Papua New Guinea | 13 |
| Tonga | 13 |
| French Polynesia | 5 |
| Cook Islands | 1 |

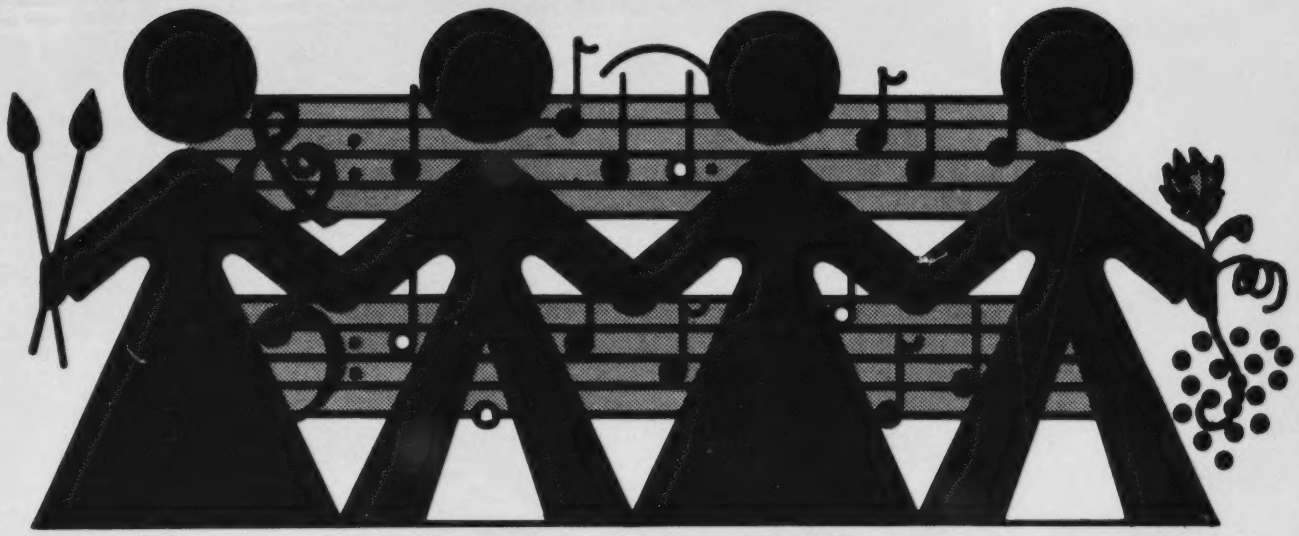
FOREIGN STUDENTS ENROLLED IN BOSTON AREA COLLEGES AND UNIVERSITIES

| UNIVERSITY | NON - IMMIGRANTS 1976-77 | 1977-78 |
|---|---|---|
| Arthur Little Mgt Ed Inst (Cambridge) | | 55 F |
| Babson College (Wellesley) | 86 | 95 |
| Bentley College (Waltham) | O N | 42 |
| Berklee College of Music (Boston) | 214 | 196 * |
| Boston College (Chestnut Hill) | 171 | 181 |
| Boston Consv of Music (Boston) | 6 | 3 |
| Boston State College (Boston) | O N | 200 * |
| Boston University (Boston) | O N | 1,100 * |
| Brandeis University (Waltham) | 166 | 203 |
| Bunker Hill Cmty College (Charlestown) | 4 * | 9 |
| Chamberlayne Jr. College (Boston) | 32 | 60 * |
| Eastern Nazarene College (Quincy) | 10 | 15 |
| Emerson College (Boston) | O N | 25 |
| Emmanuel College (Boston) | 13 | 17 |
| Episcopal Divinity School (Cambridge) | 4 | 5 |
| Fisher Junior College (Boston) | 6 * | 13 |
| Forsyth Dental Center (Boston) | O N | 8 |
| Franklin Inst of Boston (Boston) | 14 | 20 |
| Gordon College (Wenham) | 38 | 27 |
| Harvard University (Cambridge) | 1,745 | 1,829 |
| Hebrew College (Brookline) | O N | 14 |
| Katharine Gibbs School (Boston) | 10 * | O N |
| Lowell, University of (Lowell) | 420 * | 400 * |
| Mass Bay Cmty College (Wellesley) | 4 | 1 |
| Mass Boston Campus, U of (Boston) | 125 | 125 |
| Mass College of Art (Boston) | 16 | 12 |
| Mass College of Pharmacy (Boston) | 135 * | 120 |
| Mass Inst of Technology (Cambridge) | 1,488 | 1,477 |
| Mount Ida Junior College (Newton) | 22 | 19 |
| Museum of Fine Arts, Sch of (Boston) | 15 | 17 |
| New Eng Coll of Optometry (Boston) | 5 | 7 |
| New Eng Consv of Music (Boston) | 30 * | 29 * |
| Newbury Junior College (Boston) | 53 | 44 |
| Northeastern University (Boston) | 1,000 * | 977 |
| Pine Manor Junior Coll (Chestnut Hill) | 42 | 62 |
| Regis College (Weston) | 13 | 23 |
| Roxbury Community College (Roxbury) | 75 * | 90 * |
| Simmons College (Boston) | 50 * | 37 |
| Suffolk University (Boston) | 158 | 135 * |
| Tufts-Fltchr Law & Diplomacy (Medford) | | 63 * F |
| Tufts University (Medford) | 281 * | 311 * |
| Wellesley College (Wellesley) | 92 | 103 |
| Wentworth Inst Technology (Boston) | 132 | 171 |
| Wheaton College (Norton) | 31 | 14 |
| Wheelock College (Boston) | 12 | 12 |

Legend: N - No Reply.
F - First time polled
* - Estimate

Adapted from: Open Doors, 1977-78. Edited by Alfred Julian. New York, Institute of International Education, 1978, pp. 51-53.

# DAY FIVE:



# Culture Day

After talking informally with international students, Global Classroom participants have an opportunity to spend a full day with international students and other resource people from one country. The goal of a culture day is for participants to learn about another culture through experiencing its traditions, customs, music and food and through being engaged in these activities with persons from that culture. International students chosen to represent the cultural diversity within their country and ability to work with Global Classroom staff, coordinate and facilitate the activities. Global Classroom has done India, Japan, and Nigeria culture days.

An example of Indian culture day activities is an Indian welcome (a red mark on each participant's forehead). Then the Indian students introduce themselves and describe which part of India they are from, their language and their dress; a slide show and map presentation give a general overview of the country and culture. Participants ask questions based on the overview. The international students then explain and demonstrate yoga and musical instruments, both of which participants are encouraged to try. Lunch is served Indian style and, if possible, eaten Indian style by sitting on the floor and eating with hands. Following an explanation of the food, participants are engaged in an Indian ceremony in which brothers and sisters honor one another. The participants also learn some dances and a craft such as batiking and tie dyeing.

HANDOUTS FOR DAY FIVE:

1. Indian Recipes
2. Japan Fact Sheet
3. Nigerian Fact Sheet
4. Nigerian Recipes

GLOBAL CLASSROOM CONTACTS FOR DAY FIVE:
CULTURE DAY

Can be arranged through Global Classroom or the various ethnic and community associations listed in Part III.

# INDIAN RECIPES

POTATO VADAS (Potato snacks)

Ingredients for potato vadas:

1 pound of potatoes
salt
red pepper
other spices to taste

Ingredients for batter:

4 oz. chickpea flour
¼ pint of water
½ teaspoon of salt
oil for deep frying

STEP I: Boil potatoes - peel and mash them, then mix salt and spices in potatoes. Using greased hands, divide mashed potatoes into small balls. NEXT: Slowly add 1/2 of the water to the chick-pea flour, keep stirring until the batter is thick. Beat batter hard for a few minutes, then gradually add the remaining water.

STEP II: Dip potato balls into batter, coating them evenly. Fry them on medium heat in hot oil, turning them to cook evenly. Cook until golden brown in color. Serve hot with tomato sauce or chutney.

POTATO & PEA CURRY

Ingredients:

1 lb. potatoes
1 lb. frozen peas
1 medium size onion chopped
2 medium size tomatoes chopped (or 2 T. tomato paste with 2 T water)
½ tsp. tumeric powder
¼ tsp. chili powder (or according to taste)
1 cup water
3 Tbsp. oil
salt to taste
half a lemon (or according to taste)

STEP I: Peel the potatoes and cut into pieces.

STEP II: Heat the oil in a vessel. Add onions and saute till golden brown. Add chopped tomatoes or tomato paste with water and all the spices. Keep stirring for a few minutes, add a little water if need be.

STEP III: Add the potatoes, peas, salt and water. Cover and cook till potatoes are done. Squeeze the juice of lemon and mix. Serve hot with Sahara bread or rice.

Serve 6.

# JAPAN

Japan has been called the "Big Little Country". It is a major economic and political power in the world yet it is a small country made up of four major islands plus many smaller ones.

The Ainu were among the earliest settlers of Japan. Later, people of the yellow race came from Asia and pushed the Ainus to the northern islands where they live today. Japanese culture and civilization has been influenced by its neighbor China: Buddhism came to Japan through China. Another religion, Shinto, is a purely Japanese religion or way of life which is observed by all Japanese although they may also be Buddhists or Christians.

Japan is a country of contrasts. It is quite modern and highly industrialized yet traditions that have been passed from many generations are respected. Cleanliness and order as well as respect for elders are important values. People bow to one another when greeting and take off their shoes when entering a house.

The Japanese school system is similar to that of the United States with 6 years of elementary school, 3 years of junior high and 3 years of high school. Each Japanese student goes on an extensive school trip through Japan. This gives the students a sense of their country and strong self-pride as well as developing friendships with classmates.

While traditional Japanese families were larger, modern families have 2 or 3 children. Often grandparents and other relatives live together with the family or close by and help raise the children. Family members spend much time together and enjoy doing things with each other. It is important that no one does anything that will bring shame to the other members of the family.

Japanese enjoy festivals. New Year's is an important celebration which lasts 2 or 3 days. People dress up and visit one another's homes. There is a children's day which is celebrated by families doing activities which children enjoy. There is also a girls day celebrated in March.

The monetary unit in Japan is the yen. The Japanese language is different from English because there are many polite forms which one uses to show respect to elders and superiors. The written language has two alphabets plus over 1800 Chinese characters.

| | | |
|---|---|---|
| Some Japanese words: | OHAIYO | Good Morning |
| | SAYONARA | Good bye |
| | ARIGATO | Thank you |

HOKKAIDO
OTARU
SAPPORO
SEA OF JAPAN
HONSHU
YOKOHAMA
HIROSHIMA
FUKUOKA
SHIKOKU
NAGASAKI
KYUSHU
PACIFIC OCEAN

## NIGERIA

Nigeria, formerly a British colony, gained its independence on October 1, 1960. The official language of the country is English, but there are many tribal groups speaking over 250 languages.

The size of Nigeria is similar to that of Texas and Oklahoma combined, or 356,669 square miles. Nigeria is the most highly populated country in Africa with a population of about 80 million people (about one third of the total U.S. population). The capital of the country Lagos, has a metropolis population estimated at 3.5 million people. Lagos is believed to be one of the fastest-growing cities in the world. The other large urban centers are Ibadan, Ogbomosho, Kano, Oshogbo and Ilorin.

There are many different cultural and religious groups in Nigeria. The Hausa, Fulani and other Islamic peoples are the most numerous tribes of the north. The mixture of Christian and Islamic Yoruba are the most numerous in the west. The mostly Christian Ibo is the best known tribe of the east. Approximately 47% of the population is Muslim, about 35% is Christian and the remainder follow traditional religions.

The climate of the country is tropical, but the climate differs sharply between the northern and the southern areas of the country. The north borders on the Sahara Desert and is a drier area than the south, which borders on the Gulf of Guinea. The difference in the climate allows for many different crops to be grown. About 70% of the country's workers are employed in agriculture. Yet, only about 30% of the country's land is cultivated for crops. The main agricultural products are cocoa, rubber, palm produce (such as palm oil), yams, cassava, peanuts, sorghum, millet, corn, rice and livestock. There are generally two seasons, the dry season and the rainy season. The dry season is usually from November to April in the north, and from December to February in the south. The long rainy season fills the remaining months of the year with a short break in the south usually in August. The average temperatures in the north may reach 43 degrees C. (109° F) during the day, but can drop quickly at night. In the south, the average temperature is 29 degrees C. (84.2°F).

In addition to the agricultural products which Nigeria produces, it is also the fifth largest exporter of petroleum in the world. Other exports are tin, coal, rubber and the various food crops. Nigeria indeed has many rich natural resources to export. Britian is the biggest buyer of Nigerian exports. The monetary unit used in Nigeria is called the Naira. (one Naira = $1.60).

Sokoto
Kaduna
Kano
Borno
Bauchi
Niger
Kwara
Plateau
Gongola
Oyo
Benue
Ondo
Ogua
Anambra
Bendel
Imo
Cross River
Rivers
NIGERIA

# NIGERIAN RECIPES

## JOLLOF RICE

Ingredients:
- white rice
- chicken pieces, cooked
- tomatoes
- garlic
- pepper
- oil

STEP I: Steam rice for 10-15 minutes.

STEP II: Add tomatoes, garlic, and pepper. Steam another 5 minutes.

STEP III: Add oil, and pieces of cooked chicken. Stir and serve.

## FRIED PLANTAINS

Ingredients:
- ripe plantains
- salt
- oil

STEP I: Slice and salt plantains.

STEP II: Deep fry plantains in oil until brown (about 7-10 minutes). Pat off excess oil and serve warm.

## STEW

Ingredients:
- several medium onions, cut up
- two tomatoes, cut up
- tomato paste
- vegetable oil
- 2 tablespoons flour
- stewing beef, cut in pieces
- chicken, cut up
- 2 tablespoons curry powder
- 1/4 teaspoon red pepper

STEP I: Boil stewing beef and chicken in water for one or more hours. Save broth.

STEP II: Pour enough oil to cover bottom of kettle. Heat. When hot, add onions, flour, tomatoes and 2 heaping tablespoons of tomato paste. Fry until soft.

STEP III: Add cooked chicken, beef and broth (season broth before cooking with 2 tablespoons curry powder and red pepper). Cook at medium heat for 2 hours.

# DAY SIX:

# International Diplomacy and Communications

In their small groups, participants review their experiences of the previous day and prepare for a visit to a consulate by reading the handout and formulating questions. At the consulate, they are informed of the importance of the diplomatic community in Boston, what a consulate is and why we have so many. They also learn about the country which the consulate represents.

After learning about Boston's international links through diplomacy, participants discover the importance of media for international communications. By visiting a newspaper office and talking with an editor from the overseas news department, participants gain insight into the importance and process of international coverage in a newspaper.

The final activity of the day focuses on how information is transmitted from one person to another and the importance of good listening and clear speaking. Entitled "Rumor Control" or "Telephone", with the group sitting in a large circle, one person writes a message and then whispers it into the ear of the person next to him/her. The message is transmitted in this way around the full circle with the last person repeating it out loud. The first person then reads the original message. In order to determine where the communication broke down, if that is possible, participants say outloud the message they heard.

HANDOUTS FOR DAY SIX:

1. Did You Know There Are 46 Consulates in the Boston Area?

2. Consulate Visit Preparation

3. Communication Guide

GLOBAL CLASSROOM CONTACTS FOR DAY SIX:
INTERNATIONAL DIPLOMACY AND COMMUNICATIONS

We have found both the Canadian and Cape Verdean Consulates to be very helpful.

CANADIAN CONSULATE
500 Boylston St.
Boston, MA 02116
262-3760

Wayne McEwing, Director, Office of Public Affairs, is available to talk to students about the consulate, the consular corps, etc. as well as Canada. The Canadian National Film Board produces excellent films which can be used in schools - one is called "Propaganda Message" and points out the stereotypes and preception problems between Anglo and French Canadians in an entertaining yet thought provoking way. Excellent resource for French language classes.

CAPE VERDEAN CONSULATE
535 Boylston St.
Boston, MA 02116
353-0014

Esmeraldo Dos Reis, the Consul, and his staff are available to talk to students about the consulate, the Cape Verdean community and the Cape Verde Islands. Portuguese and Creole are spoken by Mr. Dos Reis and his staff, as well as English. They provide materials and display artifacts from Cape Verde. A good resource for bilingual, Portuguese and Creole classes.

CHRISTIAN SCIENCE MONITOR
Publishing House
1 Norway Street
Boston, MA
262-3820
contact: Ms. Barth

Boston's only international newspaper, the Monitor gives tours that show how the news is gathered, printed and distributed. The Mapparium is a glass globe that can be walked through. No fee. Call for a tour.

MR. STEVE ERLANGER
Assistant Foreign Editor
The Boston Globe
Morrisey Blvd.
Boston, MA 02109
929-2000

Mr. Erlanger is available to speak to students about his experiences writing, collecting and selecting the international news that appears in the Globe. He is quite candid and informative. Call for an appointment.

## DID YOU KNOW THAT THERE ARE 46 CONSULATES IN THE BOSTON AREA?

A CONSULATE is an office representing a foreign country. There are consulates in most major cities of the United States. Their function is to provide service to the nationals from the country they represent, who presently reside in the area of the consulate's jurisdiction. Consulates attempt to solve any problems that a foreign national may have here in the United States. They:

- -issue passports and visas, legalize documents (wills, births, deaths)
- -help facilitate trade between their country and the United States
- -establish interpreters for those nationals who do not speak English
- -organize receptions for ambassadors from their country who are visiting the U.S.
- -provide information about their country for organizations, schools and tourists.

A consulate is headed by a CONSUL.

Thirty-one of the consuls in the Boston area are HONORARY CONSULS, that is, U.S. citizens appointed by a country to represent that country in the New England area. These men and women are not nationals of the country they represent. Several do not even speak the language, although they may be in the process of learning. Being an Honorary Consul is only a part-time job. The majority of men and women who hold this position have another full-time job (i.e. lawyer, business partner, etc.). The Honorary Consuls have strong ties with their country's main offices in New York City or Washington, D. C., and much of their work is sent there for clearance.

Fifteen of the Boston area consuls are CAREER CONSULS, that is, nationals from the countries they represent. All of them are citizens of their respective countries and belong to the diplomatic corps. Generally the responsibilities of the Career Consul are greater than the Honorary Consul's and cover a wider scope of areas, including trade, scientific and cultural affairs. The Career Consul is called "Consul General".

All of the consuls in Boston are members of the CONSULAR CORPS. The dean of the Corps is Mr. Franco Faa di Bruno, the Consul General of Italy and the Secretary Treasurer is Mr. Edward Masterman, the Honorary Consul of Austria.

---

*This includes the newest consulate of Cape Verde (a group of islands located off the west coast of Africa), which was established in Boston on July 6, 1977, two years after becoming independent from Portugal.

# CONSULATE VISIT

PREPARATION

QUESTIONS TO PONDER:

1. What does the consulate do?
2. How big is it?
3. Is it staffed by nationals of the country it represents?
4. How do you become employed by a consulate?
5. What are the duties of the Consul General or Honorary Consul?
6. What are some of the problems nationals from another country encounter in the United States?
7. What are some of the problems a United States national may encounter in your country?

---

ALSO FEEL FREE TO ASK ABOUT THE COUNTRY THE CONSULATE REPRESENTS:

1. Geography, culture and people
2. Educational system
3. Government and politics
4. Relation to the United States
5. Recent events in the news

---

NOTES:

---

CANADIAN CONSULATE DISCUSSION QUESTIONS:

1. How do you feel about the "Propaganda Message"?

2. Is there a diverse population in Canada? Do they have problems? How do they handle them?

3. How is the situation in Canada different from or similar to that in the U.S.A.? What about other countries?

**COMMUNICATION GUIDE**

HOME ACTIVITY:

Bring in a folk tale.

DISCUSSION GUIDE:

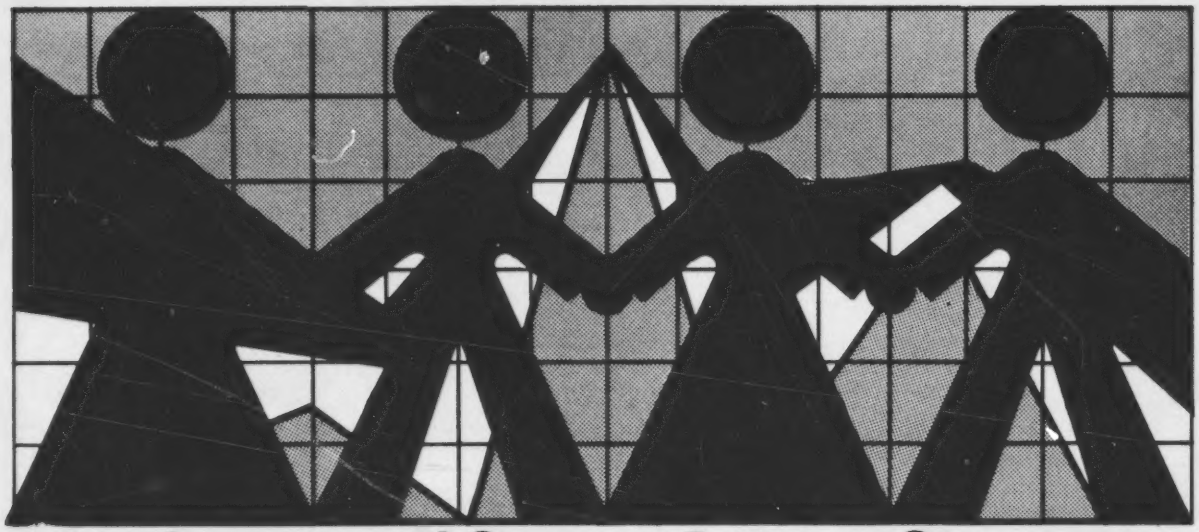
1. What do you think of when you hear the word "communication"?
2. What kinds of communication are there?
3. Why do people communicate with each other?
4. What is a folk tale?
5. What are some common topics for folk tales?

GROUP ACTIVITY:

A. Share folk tales.
B. Rumor control (telephone).
C. Telling a story - building a story by each person adding a part.

NOTES:

# DAY SEVEN:



# International Business

In their small groups, students review the handouts to learn about the multinational corporations and foreign owned companies in Massachusetts and what products they produce. A visit to an international business teaches about their overseas operations, their products and where they are produced and exported, where the raw materials come from and what type of career opportunities the company offers. A discussion about their overseas marketing (products and advertising strategies) explores cultural differences in product selection and needs and how the differences affect international business. A tour of the facility gives participants the opportunity to see people actually working and to ask employees questions about their jobs.

The goal of this visit and the discussion following is for participants to realize the importance of international trade in their daily lives. They learn that many of the products they use daily are made overseas and many of their relatives work for multinational corporations. Each participant is asked to bring in a foreign made object or do research on international companies in the Boston area. This is then shared with the large group.

HANDOUTS FOR DAY SEVEN:

1. Largest Multinational Corporations in Massachusetts
2. Foreign Owned Companies in Massachusetts
3. International Business Discussion Guide
4. International Business Follow up

GLOBAL CLASSROOM CONTACTS FOR DAY SEVEN:
INTERNATIONAL BUSINESS

HONEYWELL INFORMATION SYSTEMS INC.
38 Life Street
Brighton, MA 02135
738-6000

Mr. Okstein is available to speak and to give tours of the Honeywell plant. Honeywell is an international corporation which produces computers. Call for an appointment.

## LARGEST MULTINATIONAL CORPORATIONS IN MASSACHUSETTS

| RANK AMONG 500 LARGEST IN U.S. | COMPANY | NET INCOME | NO. OF EMPLOYEES | INTERNATIONAL OPERATIONS | PRODUCT |
|---|---|---|---|---|---|
| #90 | RAYTHEON Lexington, MA | $85,242 | 52,957 | Argentina, Canada, France, Germany, India, Iran, Japan, Mexico, Saudi Arabia, Taiwan, United Kingdom | Air Traffic Control Radar, Sonar Weapon Systems, Recreational and Commercial Marine Products, Field Engineering, Energy Plant Design and Construction. |
| #150 | GILLETTE Boston, MA | $77,557 | 35,200 | Argentina, Australia, Austria, Belgium, Brazil, Canada, Chile | Razor Blades, Cosmetics, Flair pens, Shampoo, Sunglasses, Hairdryers, etc. |
| #239 | POLAROID Cambridge, MA | $79,690 | 14,506 | Australia, Bahamas, Belgium, Canada, France, Germany, Japan, Netherlands, Switzerland, United Kingdom | Cameras and Sunglasses. |
| #280 | DIGITAL EQUIPMENT CORP. Maynard, MA | $73,400 | 25,000 | All over the world. | Computer Equipment. |

From Fortune 500 May 1977.

# FOREIGN OWNED COMPANIES IN MASSACHUSETTS

(Parent company name in parenthesis)

| | | |
|---|---|---|
| CANADA | | |
| | Carling Brewing Co.<br>(Canadian Breweries, Ltd.)<br>Natick | Beer, Ale, Lager |
| | Stacy Machine Co.<br>(Moore Corp. Ltd.)<br>Agawam | Business Forms |
| DENMARK | | |
| | Julius Koch<br>(Schmidt Industries)<br>New Bedford | Venetian blinds, cords, tape |
| GERMANY | | |
| | BASF Systems, Inc.<br>(BASF AF)<br>Bedford | Industrial chemicals, dyes |
| | Kloeckner-Humboldt-Deutz AG<br>(Kloeckner-Moeller Eledtrizitacs)<br>Natick | Motor controls and switch gear |
| | Pellon Corp.<br>(Freudenberg, Carl, Bergstrasse, Weinheim)<br>Lowell | Pellon woven fabrics |
| NETHERLANDS | | |
| | Lipton Pet Foods<br>(Unilever NV)<br>Woburn | Cat food |
| | Nonotuck Mfg. Co.<br>(Adzo NV)<br>Hadley Falls | Chemicals |
| NORWAY | | |
| | Frionor Kitchens, Inc.<br>(Frionor Norsk Frossenfisk)<br>New Bedford | Process fish to sell to food brokers |
| SWEDEN | | |
| | Astra Pharmaceutical Products<br>(Astra AB)<br>Framingham | Pharmaceutical products, hospital supplies |

| | |
|---|---|
| Bird Johnson Co.<br>(A. Johnson Co.)<br>Walpole | Steel equipment for chemical industry, diesel engines |
| Contherm Corp<br>(Alfa-Laval AB)<br>Newburyport | Farm and dairy equipment |
| Atlas Copco, Inc.<br>(Atlas Copco AB)<br>Framingham | Industrial tools, stationery portable air compressors |
| SWITZERLAND<br>Frequency & Time System, Inc.<br>(Bullen-Kanthal AB)<br>Danvers | Researches and manufactures atomic clock used in communications systems |
| UNITED KINGDOM<br>Morgan-Grampian Ink Corp.<br>(Morgan-Grampian, Ltd.)<br>Pittsfield | Book publishers |
| Donnelly Mfg. Co.<br>(Brockhouse, J. & Co., Ltd.)<br>Waltham | Sheet metal cabinetry |
| L Foulds & Sons, Inc.<br>(I. Foulds & Sons, Ltd.)<br>Hudson | Textile parts for machinery |
| Gaulin Corp.<br>(APV Holdings Ltd.)<br>Everett | Homogenizers, pumps and colloid mills for oil industry |
| ICI America, Inc.<br>(Imperial Chemical Industries)<br>Dighton | Dye stuffs and raw materials |

# INTERNATIONAL BUSINESS DISCUSSION GUIDE

Think about the following questions:

1. What products does the company make?
2. What are some of the raw materials that go into making the products and where do they come from (e.g., from other countries)?
3. Where are the final products distributed (e.g., other countries)?
4. Which products would be most popular or profitable overseas? Why?
5. What would be least profitable? Why?
6. If they were to advertise in different countries, what factors would they have to consider?
7. What might be some of the difficulties encountered?
8. Why would the company go "international"?
9. Would you like to work for the company? Why or why not? In what capacity?

# INTERNATIONAL BUSINESS FOLLOW UP

HOME ACTIVITY - Due Tomorrow

Choose number one or two to do for tomorrow:

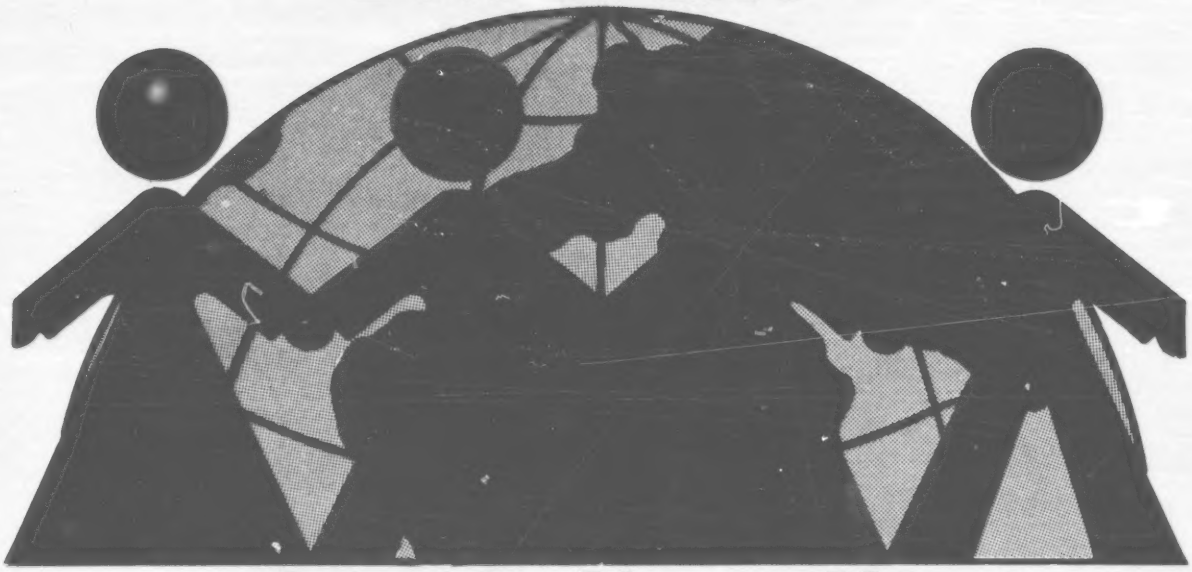
1. Bring in foreign made products from home to "show and tell":

   Explain: What the objects are.
   Where they are made.
   What companies they were made by.

2. Take a walk through the Yellow Pages. List international companies, businesses, cars, furniture, etc.

   What do they make?
   Why are they associated with the countries?
   Why do you think the company is international?
   What countries do you think the company is associated with?

# DAY EIGHT:



# Our Culturally Pluralistic Society

The focus of this day is to look at culture, its meaning and manifestations, and to share the cultural diversity in our own society by using each participant as a resource person. After participants reflect on their experiences with other persons and cultures in Boston during the Global Classroom Program, they brainstorm a list of terms associated with culture. They then participate in BAFA-BAFA a crosscultural simulation game, in which they learn two ficticious cultures and have an opportunity to interact in their own and the other culture. The goals of BAFA-BAFA are to teach what is meant by the term culture, explore some characteristics of culture, and experience what it feels like to move from one culture to another.

Each participant brings a dish from his/her cultural background or that his/her family enjoys eating. These are shared in a potluck lunch. Following the meal, in the large circle each person explains what dish he/she brought. Each also shares with the group what object or tradition represents his/her cultural background. Some examples have been corn rolling hair (black American); a conch shell brought by a grandparent to the U.S. (Cape Verdean); a wool hat from Ireland (Irish American) and jewelry brought to the U.S. by a grandparent (Italian American). Students then share their final projects which they have done individually, with their small groups or with others from their school. For the closing activity students have brought games and records for dancing.

HANDOUTS FOR DAY EIGHT:

1. BAFA-BAFA: A Crosscultural Simulation Game

2. Final Project

3. Small Group Skits

GLOBAL CLASSROOM CONTACT FOR DAY EIGHT:
OUR CULTURALLY PLURALISTIC SOCIETY

Bafa-Bafa is a cross cultural simulation which: 1. teaches basic facts about what is meant by the term culture and some characteristics of cultures, 2. creates feeling similar to those one will likely encounter when one travels to a different culture, 3. gives participants experience in observing and interacting with a different culture.

The simulation takes about two hours including discussion questions which lead into a discussion of values, assumptions and differences. The staff of the World Affairs Council will work with teachers and school groups who are interested in using the simulation. It can also be ordered from: Simile II, 1150 Silverado, P.O. Box 1023, La Jolla, California 92037.

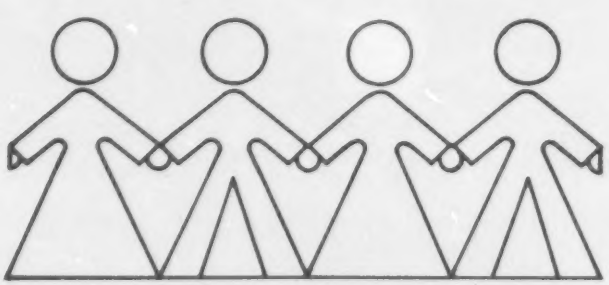
# BAFA BAFA: A CROSSCULTURAL SIMULATION GAME

PURPOSE:

1. To teach what is meant by "Culture" and some of the characteristics of cultures.
2. To create feelings similar to those of encountering a new or different culture.
3. To experience observing and interacting with a different culture.

DISCUSSION:

1. BETA MEMBERS: Can you explain the Alpha Culture?
2. ALPHA MEMBERS: Can you explain the Beta Culture?
3. ALPHA MEMBERS: How did the Beta visitors appear to you?
4. BETA MEMBERS: How did the Alpha visitors appear to you?
5. ALPHA MEMBERS: How did you feel when you visited Beta?
6. BETA MEMBERS: How did you feel when you visited Alpha?
7. BETA MEMBERS: Please explain your culture.
8. ALPHA MEMBERS: Please explain your culture.
9. Which culture would you prefer to live in and why?
10. How can you help others to understand your culture and background? Is this important to you? Why or why not? How can you be sensitive to other people's cultures and backgrounds?



# FINAL PROJECT

Activities to be working on and remembering during your free time:

Choose an activity to work on during the program. Below are some suggestions, but feel free to do something else. Keep in mind the focus of your activity should be on you in Boston; Boston in the world; and Boston as a city of people from many cultures. Also keep in mind your neighborhood, your family background, other cultures, communities of Boston and their ethnic diversity. The projects may be done in groups or by yourself. Depending on your project it will be put on a display table or shared in the large group on the last day. You may do more than one.

1. Teach a game, dance or song from your background.
2. Write a poem.
3. Give a short report on your family background.
4. If you speak a second language give a short lesson on how to say some phrases.
5. Share some recipes from your family.
6. Model some clothes from your ethnic background.
7. Give a demonstration of a ceremony from another culture.
8. Paint a map of your community.
9. Make an international scrap book.
10. If you are from another country explain what it is like to come to the United States.
11. Compare an ethnic community in Boston with the original country the people come from.
12. Do a skit with a group of people or alone.

# SMALL GROUP SKITS

You have had many experiences together, both as a large group and in your small group. Each small group is responsible for putting together a presentation or skit that represents some aspect of the "Global Classroom". Below are some suggestions but, feel free to be creative and think up your own for your group. You will give the presentation on the last day of the program.

SUGGESTIONS

1. Do a repeat performance of students and teachers on the first day of the program. Orientation/Registration.

2. MIME - Visiting another culture.

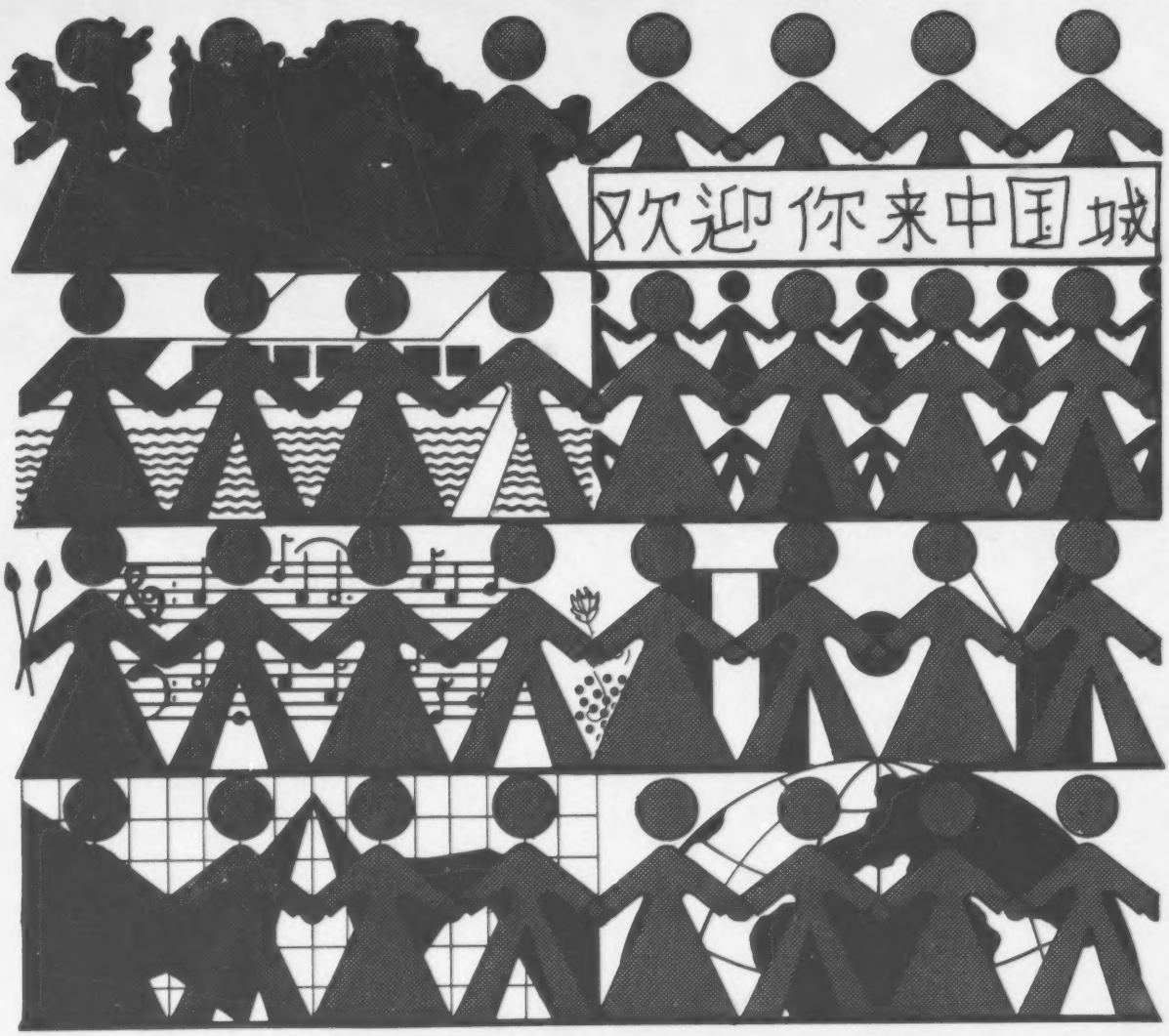
3. A getting acquainted scene:

   a. Students of the program
   b. Meeting students in another country
   c. Etc. . . . .

4. Panel Discussion:

   Deal with the fact that we are all immigrants. Who is an American and who belongs here?

# PART 2:




# Applications and Classroom Use Activities

# PART II APPLICATIONS

The Global Classroom concept of "Discover the World in Boston" could be applied to many areas of the school curriculum, drawing upon the city resources listed in Part III in a variety of ways. The most relevant areas are social studies (world cultures, ethnic studies, geography, urban studies, international relations, anthropology, sociology, current issues and foreign languages) but the chart below suggests others as varied as home economics.

Consider the following approaches to the matrix diagrammed below:

| | International Organizations | Consulates | International Students | Colleges and Universities | Ethnic Organizations | Museums | International Businesses | Passport Clarification | Simulations/Value | Other Resources |
|---|---|---|---|---|---|---|---|---|---|---|
| Social Studies | | | | | | | | | | |
| Foreign Languages | | | | | | | | | | |
| Communication Arts | | | | | | | | | | |
| History | | | | | | | | | | |
| Music | | | | | | | | | | |
| Art | | | | | | | | | | |
| Home Economics | | | | | | | | | | |
| Physical Education | | | | | | | | | | |
| Vocation/Career Education | | | | | | | | | | |
| Sociology | | | | | | | | | | |
| Other | | | | | | | | | | |

## APPLICATIONS AND CLASSROOM USE ACTIVITIES

What can be gained from these resources?

* Problem solving skills
* Basic Skills: reading, writing, listening and speaking
* Understanding of one's own cultural background and historical roots
* Knowledge of other groups, their culture and concerns
* Development of crosscultural communication skills
* Exposure to other neighborhoods: their institutions and concerns
* Awareness of the city's ties to the rest of the world through trade, travel, touristry and immigration and how that affects its people
* Information about specific countries: geography, culture, politics, relations with the U.S.A.
* Awareness of global issues such as hunger, human rights, development
* Contact with people from other countries
* Contact with people who have traveled overseas
* Contact with academic specialists and other professionals with overseas experience or informational expertise

A teacher could design an entire unit, based on the theme "Discover the World in Boston" using portions of the Global Classroom model such as cultural awareness activities, community explorations, international/community resource persons, and field trips. Although most field trips can be reached by public transportation (another learning resource for students who might not be aware of how to travel or get to other parts of the city), when costs are high, resource persons such as foreign students, consular officials, representatives from community, ethnic organizations or businesses can be invited to the school. Students can become involved in projects such as gathering and analyzing/interpreting informational materials especially data on their own communities and how they as individuals and the city are linked to the rest of the world. Following this article is a description of preparation and follow-up activities designed for classroom use either as part of Global Classroom or in a teacher designed unit.

Another approach to applying the Global Classroom might be to adapt particular components of the program as an activity for a specific unit. For example, in studying a community, country, culture, or current issue, the following activities could be developed:

1. CULTURE DAYS (not necessarily a day, could range from a week to a single class period).

Here the emphasis is on cultural immersion: student participation in activities such as arts, crafts, music, food preparation, festivals, to give the students an intensive, "hands-on" experience of another culture. The activities can be conducted by resource persons, or students can take responsibility for the project by researching, designing and organizing a culture day. Students could explore their own background and involve their families or community groups in setting up the activities.

2. COMMUNITY EXPLORATIONS

Here the focus is on developing observation and communication skills, as well as learning about the culture and concerns of different ethnic groups and/or neighborhoods. Although it might be more effective to visit neighborhoods that are identifiably ethnic (e.g. North End, Chinatown), heterogenous communities such as the South End, would provide a valuable cross-cultural perspective. Students can begin by studying their own neighborhood/community (considering its uniqueness), drawing maps, and deciding what might be interesting to show to a visitor. In groups where students are from different neighborhoods, rich sharing and the development of pride in one's neighborhood can take place. Students from different schools could set up exchange visits to see each other's classes.

Students can choose a local or global issue such as housing or health care and explore the community to collect data relevant to that issue. They can work in teams to compare sources and data and analyze the perspectives of community residents, politicians and those engaged in business.

3. INTERNATIONAL STUDENT VISITORS

Students from overseas can provide first hand information and personal experience about the culture, geography, history and politics of their countries. In addition, their impressions of the United States and experiences coming to this country serve as a window or mirror through which to see our own culture(s) more clearly. This also provides students with the opportunity to develop cross-cultural communication skills. It is helpful if students prepare some questions ahead of time, but our experience has been that good rapport is quickly established and students rarely run out of questions to ask their informants.

Again, this does not have to be a single visit. Visits can be arranged over a longer period of time, or other visitors from the same country can be invited for comparison and to avoid stereotypes. Following discussions with international visitors, students can consider what it would be like if they were to host an exchange student, or be an exchange student in another country, or nationals of another country hosting American visitors. This type of scenario would provide some interesting role plays.

4. NEIGHBORHOOD/COMMUNITY RESOURCE PERSONS

As with international students, persons representing a particular neighborhood or cultural group provide first hand information on issues related to cultural pluralism, discrimination and stereotyping.

The preceding activities are suggested in connection with social studies classes or units. The same activities could be adapted to foreign languages. For example, a Spanish teacher might consider:

1. CULTURE DAYS on Spanish speaking countries, such as Spain, Mexico, Columbia with arts, crafts, music and food from those particular countries; with discussion, etc. conducted in Spanish.

2. COMMUNITY EXPLORATIONS conducted in Hispanic neighborhoods which necessitates gathering information, interviewing and follow up discussions in Spanish.

3. REALIA magazines and books from Spanish speaking countries to point out the differences and current trends. Coins and money can be the basis of role plays to practice store customs.

4. SIMULATIONS can be done in either native language or Spanish to deal with concepts of "culture" and non-verbal communication (See description of Bafa-Bafa in Part I.)

5. INTERNATIONAL STUDENT VISITORS from Spanish speaking countries facilitating discussion and questioning in Spanish, as well as comprehension skills.

5. CAREER AWARENESS

Any of the resource people from businesses, community agencies, Massport and ethnic organizations can be asked questions relating to career awareness: What kind of qualifications are required to do your job?

What are the salary ranges for people in your organization?

What is a typical day like for you at work?

What do you enjoy most/least about your job?

What advice would you give a high school age student interested in pursuing your profession?

In addition, special sessions can be developed to link the subject matter that students are studying to careers. For example, a French teacher could arrange for students to meet with professionals having a foreign language background. Either the resource persons could make presentations in the school or students in teams could visit professionals at their place of work. In some cases a "shadowship" for a day during which the student "shadows" or follows the professional can be arranged. In other cases, students could set up volunteer internships supervised by a professional in the career field in which they are interested.

Components of the Global Classroom could be adapted to other areas of the curriculum such as Music, Art, Home Economics and Physical Education to provide a multicultural and global dimension to the materials being studied. For example,

Music - music in other cultures (Culture Days, Visitors)

Art - Artistic Expression around the World (Culture Days, Visitors, Museums)

Physical Education - International Field/Sports Day (Culture Days Visitors)

Home Economics - Food/Nutrition in other countries.

## CLASSROOM USE ACTIVITIES

The following activities are outlined by the themes used during a Global Classroom cycle. They can be used as preparation or follow up activities (as part of Global Classroom participation) or as a teacher designed unit. They were designed with high school age students in mind although both middle school age students and adults have benefitted from similar activities. They can easily be adapted to suit elementary age also.

Preparation:

1. Students do a tree of their families to show their ethnic heritage. (Ancestors may be listed according to geographic location both within and outside U.S.)

2. Students collect pictures of people from all over the world to make collages and decorate room.

3. Students collect information/pictures and maps of Boston, its communities, harbor and people.

4. Students draw a map and design a tour of their community.

5. Students prepare a log or notebook for recording their thoughts and information collected (a question guide should accompany each entry!)

## BOSTON AND YOU

1. Map Exercise:

Students outline their communities on a map of greater Boston indicating where their families live, where their school is and where they "hang out".

2. Discussion:

Students discuss the pictures they brought in for the preparation (numbers 2 & 3) and their family tree (number 1) and their map or tours (number 4).

3. Brainstorm:

What does Boston (or your city) represent to you? What is international (or multicultural) about Boston?

4. After seeing "Where's Boston"?:

How would you portray your community in a multimedia presentation?

5. After visiting the Hancock Observatory:

What kinds of exhibits with captions would you show if their were an observatory in your neighborhood?

# ETHNIC COMMUNITY EXPLORATION

1. Brainstorm:

What makes a community?
What are some of the communities in Boston?

2. Homework:

Design a scavenger hunt for your neighborhood/street.
If time permits, teams could be sent to each other's neighborhoods on the scavenger hunt.

3. Research:

Look through a daily edition of a newspaper. How many articles focus on the news/issues of one community? Do you think this is accurate?

Find newspapers/articles published by the residents of that community. How do they portray the issues?

Find articles/information on your own community. If none exists, develop questionnaires and interview a broad spectrum of residents of all ages and backgrounds.

4. Visit:

Another community or school in that community. Conduct activities similar to 1-3 and share and compare with the students of that community.

5. Experience:

Choose an ethnic community. Ask resource people to bring slides of that community. Research recipes, prepare the food of that ethnic group. Participate in festivals and other important celebrations of that community.

# PORT OF ENTRY

1. Discussion:

Who in the class has entered into/exited from Boston? How and why? Have laws regulating entry and departure of all nationality groups been the same? What are the immigration laws for the U.S.?

2. Survey:

Develop a questionnaire to ask a random sample of people in your neighborhood about how their family came to the U.S. and what their background is. If possible have students link this to projects in

other classes (English, Arts, Music, Home Economics). In addition students could produce a booklet of their findings. This could combine the following skill areas: research, writing, listening, speaking, reading, photography, design and editing.

3. Import and Export:

What is the transportation like in your community: How do products from other countries get there? What products that are produced in your community are exported and how?

4. Passports:

If students own a passport they should bring it in. How does one get a passport? Students should fill out passport application forms.

5. Visas:

What is a visa? What kinds of visas are there and why? Who needs a visa?

# ENTERING A NEW CULTURE

1. Role play this situation:

3 - 4 students should act themselves. 1 student receives the instructions: There is a new kid in your neighborhood trying to make friends. He/she doesn't speak much English and so you can't find anything to talk about.

1 student receives the instructions: You have moved to a new neighborhood with your family. You have learned some English but English is not spoken in your home. You try to make friends with the other kids in your neighborhood but have difficulties understanding what they are saying.

Follow up Discussion:

Observers (the remainder of the class)
- What did you observe happening?
- How did that make you feel?
- What could have been done differently?

Role players
- What happened?
- How did it feel?
- Did you like the resolution?
- How could you have acted differently?

Whole class:
What can you do in the future to help in this type of situation?

# CULTURE DAY

1. Brainstorm:

After choosing the culture/country to be explored, have students list their images and impressions. Share and discuss.

If possible invite a resource person from that country or culture to answer questions or respond to the brainstorming. This person should be carefully selected.

2. Whole School Involvement for a Culture Day:

The country of culture students are studying can be discussed in every class. Students should help develop the links to the different curriculum areas.

Science: Famous biologists/mathematicians/etc. from that country - what did they discover and why?

Math: Problems can be rewritten to demonstrate the knowledge of that culture, such as changing the names, products and types of measurements, for example, Kaari bought 2 kilos of goat meat. The recipe calls for 1 kilo of goat, 4 cooking bananas, 1 kilo of potatoes, 1 onion and 1 ounce of fat. How much of the other ingredients should Kaari use? (Kenya)

Language class: A comparison of the structure and sounds of the language of that culture can be explored and related to the foreign language the students are studying.

# INTERNATIONAL DIPLOMACY AND COMMUNICATIONS

1. Discussion:

What is the U.S. foreign service? How are persons selected to work in the foreign service? What do they do? If possible, invite a former foreign service officer for discussion. (Fletcher School of Law and Diplomacy has both U.S. and international diplomats.)

2. Embassies and Consulates:

How are they different? Who works there? What do we need to travel to certain countries? What information will the embassies or consulates want before we travel to their countries?

3. Media:

Visit a TV or radio station or local newspaper. If not possible, have resource persons visit the class. Have students prepare questions regarding international news coverage, how it has developed, career options etc.

4. Debate:

Have students research the impact of news coverage on an issue (for example, the hostages in Iran or the Vietnam War). After looking at the pros and cons, have students debate media involvement and impact on the issue.

# INTERNATIONAL BUSINESS

1. Research:

What is a multinational company? Which ones are in our community? What do they produce?

2. Foreign or home-grown?

Have students make a list of all the products they use in a day (from toothpaste to cereal). They should list the manufacturer and research how many products are produced outside the U.S.

3. Debate:

Bring in resource persons either separately or at one session to discuss the impact of multinational companies in other countries - are they a help or hindrance to the country? From whose perspective? The more research and reading students have done prior to this type of activity, the better able they will be to ask questions and define their own views.

4. Case study:

A multinational company moving into a developing country and providing jobs, pollution and a work scheme disruptive to local customs. This can also be role played.

# OUR CULTURALLY PLURALISTIC SOCIETY

1. Visuals:

Ask students to bring in photographs of "Americans" from magazines. Be sure to have some of your own that show the diversity of people, faces, lifestyles and ethnic origins in the U.S.

2. Discussion:

What is "American"? (Students can also bring in objects that somehow symbolize American culture to them.)
Who is American?
Who are Native Americans?
Who are immigrants?
Who was forced to come to this country?
How does this influence our people of today?

3. Values Clarification Activity:

What are values? How are they expressed? Conduct a series of Values Clarification Activities such as:

a) giving students a list of 10 adjectives (thrifty, honest, sensitive to others, etc.) and asking them to prioritize. Then in small groups try to reach a concensus.

b) small group discussions on the perfect society.

c) Ask students to group themselves according to answers to to certain questions and discuss with others in the group why they are there. Questions can be done in rapid succession:

1. Global hunger can best be alleviated through efforts by
   a) individuals
   b) foreign governments
   c) the U.S. government
   d) international organizations like the U.N.

2. The most important person(s) in a teenager's life is/are
   a) teachers
   b) mother
   c) sisters or brothers
   d) father

4. Learn concepts and discuss:

Melting Pot Theory
Cultural Pluralism

5. Read, see, or act out:

A modern version of Romeo and Juliet.

Discussion questions:

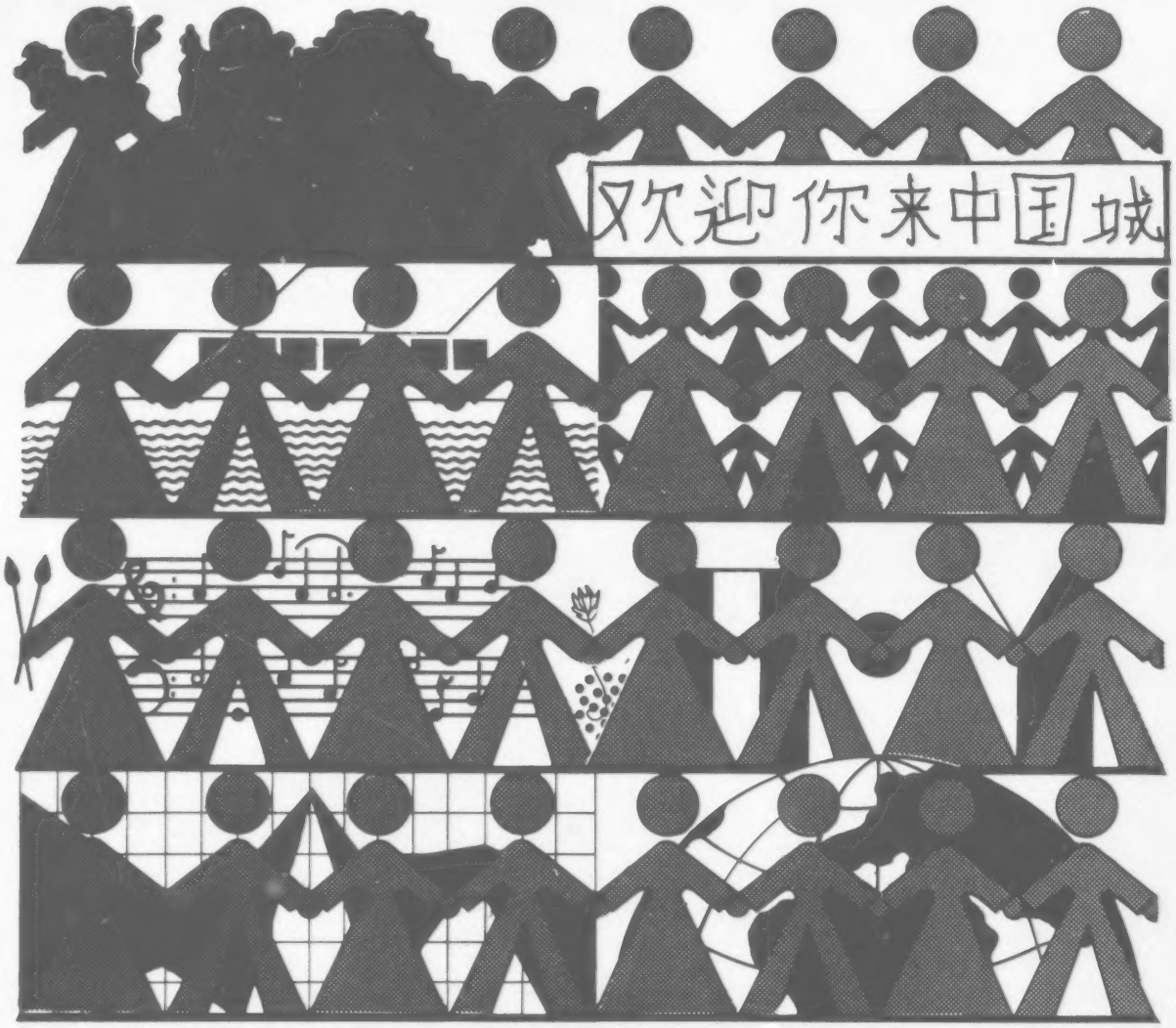
What would you do?
What would you tell your family?
How can we all be more tolerant of one another?

## APPLICATIONS AND CLASSROOM USE ACTIVITIES

You can learn about the different cultures through:

Books
Children
Clothing and Costumes
Coins
Crafts
Feasts, Festivals, Holidays, Celebrations
Flags
Folk Dances
Folk Plays
Folk Tales
Food
Games
Houses
The Problem of Hunger and Nutrition
Imports
International Organizations
Language
Music
The Problem of Overpopulation
Peoples - World Cultures
Religion
Schools
The Problem of Shelter
Stamps
Stories
Toys
Wildlife

# PART 3:




# Resources

# ETHNIC ORGANIZATIONS AND RESOURCES

There are quite a few guides to Ethnic Organizations listed in the References in Part IV. The following lists and describes a few other ethnic/cultural organizations and how to utilize their resources.

BOSTON

CITY HALL ANNEX - MAYOR'S OFFICE OF CULTURAL AFFAIRS
182 Tremont Street
Boston
725-3000

At the time of the bicentennial, the Mayor's office researched ethnic communities and compiled a booklet entitled, "Boston's Ethnic Communities" which describes the art, culture, history and present situation of the people of Boston. It is available for reference at the Office of Cultural Affairs but you have to use it there.

A list of the Little City Halls follows this listing. They are very helpful for finding community contacts and resource persons when studying a specific area of the city. The Mayor's office also developed a booklet for each community during the bicentennial. These provide excellent background information of the major events and persons during the last 200 years in each community.

BOSTON PUBLIC LIBRARY
Dartmouth Street
Boston
536-5400

There are many resources available at the Boston Public Library including a collection of records which contain musical recordings of ethnic groups from all over the world. Also available in the Young Adults Room is a list of books from different ethnic groups. There are international magazines and newspapers as well as "Boston - A Close-up of Its Neighborhoods," which is a collection of pictures and articles from the Globe.

ROXBURY

AFRICAN HERITAGE INSTITUTE
8 Warren Street
Roxbury, MA
442-9110

Mr. Byron Rushing gives tours of Roxbury and the Black Heritage Trail.

DANA CHANDLER
Northeastern University
Huntington Avenue
Boston, MA

Dana is a black artist teaching at Northeastern. He welcomes opportunities to speak to students about Black Art.

---

12TH BAPTIST CHURCH
Warren Street
Roxbury, MA

Very active in the community especially with neighborhood action groups.

---

SOUTH END
SNAP
South End Neighborhood Action Program
Columbus Avenue
Boston, MA
Chuck Neathen, Executive Director

A good resource for speakers from the community. They have a large youth program.

---

HARRIET TUBMAN HOUSE
Columbus Avenue
Boston, MA

In a beautiful new building, the Harriet Tubman House provides rooms for different community activities in the Southend including arts and crafts classes, weaving classes and Spanish clubs.

---

CULTURAL CENTERS

AMERICAN INDIAN COUNCIL
105 South Huntington Avenue
Jamaica Plain, MA
232-0343

Provides resources to locate speakers and Indian artists.

---

ELMA LEWIS SCHOOL
Elm Hill Avenue
Roxbury, MA

Provides dance and drama classes in addition to opportunities for artists to show their work. The school gives performances throughout the year.

AREYTO
Hispanic Cultural Center
405 Shawmut Avenue
Boston, MA
262-1342
Contact: Jorge Hernandes

Offers drama and music workshops. Would help locate Hispanic artists to visit classes.

---

PEDANTE ALLEGGETTE
731-1106

The Italian Cultural group does not yet have a center but they are a group of committed people who want to organize their cultural resources.

---

IRISH AMERICAN CULTURAL INSTITUTE
2464 Massachusetts Avenue
Cambridge, MA 02140
491-8502
Phillip C. Houghey - Chairman

Offers lectures, poetry readings, music, arts and other cultural activities.

---

NORTHEASTERN AFRO-AMERICAN CULTURAL INSTITUTE
Leon Street
Boston, MA

Courses in dance, Swahili, art offered to both students and community. Also has a library containing the works of Black authors.

# LITTLE CITY HALLS

ALLSTON/BRIGHTON
432 Washington St.
783-0830,31,32,33

BACK BAY/BEACON HILL
181 Tremont St.
725-4591

CHARLESTOWN
236½ Bunker Hill St.
242-0805,06,07

CHINATOWN
885 Washington Street
New Quincy School
542-5931

DORCHESTER (FIELDS CORNER)
Corner of Dorchester Ave.
& Park St.
288-3710,11,12

EAST BOSTON
201 Summer
567-6460,61

FENWAY
73 Hemenway Street
267-6210,11,12

FRANKLIN FIELD
972 Blue Hill Ave.
287-0172,73,74

HYDE PARK
Municipal Building
1179 River Street
364-3434

JAMAICA PLAIN/MISSION HILL
Curtis Hall
20 South Street
522-3720,21,22

LOWER MILLS
2257 Dorchester Ave.
296-0040

MATTAPAN
1596 Blue Hill Ave.
298-0290,91,92

NORTH END
North End Union
20 Parmenter Street
742-9547,48

ROSLINDALE
Municipal Building
6 Cummins Highway
325-1615,16,17

ROXBURY
65 Warren St.
442-3510,11,12

SOUTH BOSTON
449 W. Broadway
268-6466,67,68

SOUTH END
109 West Newton Street
267-4010,11,12

UPHAMS CORNER
562 Columbia Road
287-1640,41

WEST ROXBURY
1860 Centre Street
327-0600,01,02

CITY HALL, GOVERNMENT CENTER
725-4000

## MUSEUMS

AFRO AMERICAN HISTORY AND CULTURE, MUSEUM OF
Dudley Station
Box 5
Roxbury, MA 02119
445-7400
Contact: Barry Gaither

Open Fri. - Sat. 9:00 a.m. - 5:00 p.m.

Films of Afro-American history and culture. African folklore. Film rentals available. Byron Rushing leads tours of the Roxbury Community and the Black History trail. Contact him for group rates.

---

AMERICAN CHINA TRADE, MUSEUM OF
215 Adams Street
Milton, MA
696-1815

Public transportation available; open year round except holidays. Tue. - Sat. 1:00 - 4:00 p.m. Adults $3.00 Children with adults free. Students $1.50

Collection of China Trade art objects, memorabilia and documents. Education program in diplomatic and commercial history of Chinese-U.S. trade. Staff will visit classes upon request.

---

BUSCH-REISINGER MUSEUM
24 Oxford Street
Cambridge, MA 02138
495-3045

Open Mon. - Sat. 9:00 a.m. - 4:30 p.m., Sun. 1:00 - 4:30 p.m.
Adults $1.00 Children $.50 Free on Friday

A purely German Museum founded by German Americans, displays Germanic art from Middle Ages to present.

---

FOGG ART MUSEUM
Harvard University
32 Quincy Street
Cambridge, MA 02138
495-2387, 495-7768

Open Mon. - Fri. 9:00 a.m. - 5:00 p.m., Sat. 10:00 a.m. - 5:00 p.m. Sun. 2:00 - 5:00 p.m. Admission is free. Not open on weekends in summer.

A teaching and research museum with collections to illustrate the evolution of art, East and West from pre-historic to modern times.

ISABELLA STEWART GARDNER MUSEUM
280 The Fenway
Boston, MA 02115
734-1359

Tues. 1:00 - 9:30 p.m., Wed. - Sun. 1:00 - 5:30 p.m. Admission - donation requested.

A reconstructed Florentine palace, filled with paintings and art objects both from the United States and abroad.

---

MUSEUM OF FINE ARTS
465 Huntington Avenue
Boston, MA 02115
267-9300

Closed Mon.; Wed. - Fri. 10:00 a.m. - 5:00 p.m., Tues. 10:00 a.m. - 9:00 p.m. Adults $1.75 Children 16 and under free.

Excellent collection; especially Egyptian and Japanese. Education department provides lectures by art historians, films, art classes and tours. Contact the museum to discuss how their resources can fit into your curriculum.

---

MUSEUM OF FINE ARTS AT FANEUIL HALL
Faneuil Hall Marketplace
Fifth Floor, South Market Building
Boston, MA
267-9300, ext. 376

Tues. - Sat. 11:00 a.m. - 7:00 p.m., Sun. 11:00 a.m. - 5:00 p.m. Closed Mondays. Admission is free.

The exhibit is expected to be changed every six months. There are no special arrangements or tours available for school groups.

---

PEABODY MUSEUM OF ARCHAEOLOGY AND ETHNOLOGY
11 Divinity Avenue
Cambridge, MA 02138
495-2269

Mon. - Sat. 9:00 a.m. - 4:30 p.m., Sun. 1:00 4:00 p.m. Adults $1.00 Children $.50 Free Friday.

Archaelogical and ethnological exhibits. Many educational services including: guided museum tours focusing on any special interest, slides, etc. Staff works closely with teacher so material can be integrated into curriculum. Includes exhibits of American Indian culture; African Societies; Black African Arts, etc. Contact Harriet Hughes for group rates.

PEABODY MUSEUM OF SALEM
East India Square
Salem, MA 01970
1-745-1876

Mon. - Sat. 9:00 a.m. - 5:00 p.m., Sunday, holidays 1:00 - 5:00 p.m. Adults $1.50 Students with I.D. (6-16) $.75

Art and artifacts collected by members of the East India Marine Society. Will provide educational programs for schools.

---

WHALING MUSEUM
18 Johnny Cake Hill
New Bedford, MA 02740
1-997-0046

Mon. - Sat. 9:00 a.m. - 5:00 p.m., Sunday 1:00 - 5:00 p.m.
Adults $1.50 Children (6-14) $.75; group rates available.

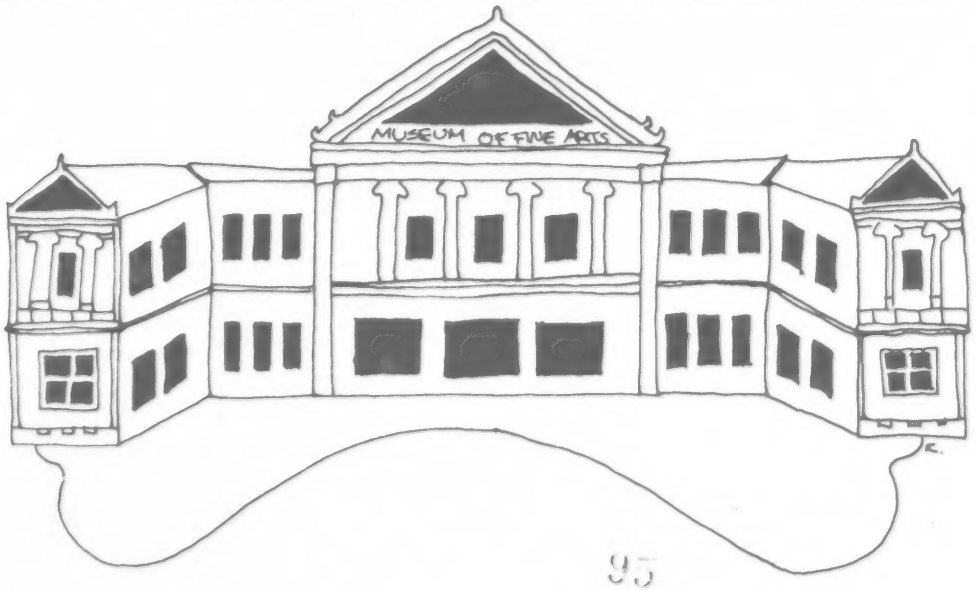
Collection of shipping and whaling exhibits including boats, gear, whale artifacts, paintings. Exhibits of buildings and articles of 18th century houses. Films on whaling and life in 18th century New Bedford can be arranged. Tours can be arranged for weekdays.

---

Guide to Massachusetts Museums, Historic Houses and Points of Interest by Jerome and Cynthia Rubin, Emporium Publications, Newton, Massachusetts 02158.

Available in local bookstores.

Includes basic information about location, nature of collections and special services to groups. Ethnic museums not included.



## INTERNATIONAL ORGANIZATIONS IN THE BOSTON AREA

ALLIANCE FRANCAISE OF BOSTON

118 Milk Street
Boston, MA 02109
482-4170

The Alliance Francaise is a house of French culture. Its underlying theme of "....being in France...." offers involvement in French living and language. Through the cultural activities one can gain confidence in French and forget the strains of the classroom or lecture hall. As a cultural center the Alliance Francaise offers along with its classes and discussion groups many diversified activities. They range from luncheons, a theatre program, an annual Benefit Ball, a travel program with group flights to Paris, the Caribbean and a ski holiday in the Alps to youth activities which include Cabarets and weekend retreats.

---

AMERICAN FRIENDS SERVICE COMMITTEE

2161 Massachusetts Avenue
Cambridge, MA 02104
661-6130

The American Friends Service Committee (AFSC) was organized in 1917 by American Quakers to give conscientious objectors to war and others a constructive alternative to military duty. Today AFSC aids persons in need in many nations regardless of race, religion or political belief. The Committee provides aid in the form of medical and social services, urban and rural community development, helping people to help themselves and sharing technical knowledge in agriculture, family planning and housing. The AFSC also puts emphasis on nonviolent peaceful solutions to international conflicts. They sponsor seminars, a summer institute, conferences, a peace literature service and many other programs dealing with peaceful settlements in international conflicts.

---

THE BOSTON COUNCIL FOR INTERNATIONAL VISITORS

55 Mt. Vernon Street
Boston, MA 02108
742-0460

The Council was founded in 1961 as a non-profit agency that escorts political and professional leaders from foreign countries around Boston. The Council operates in conjunction with the

National Council for Community Services to International Visitors of the United States Department of State. While the professional staff takes charge of the overall schedule of each visitor and makes appointments to meet the professional needs of each individual, the program largely depends on an extensive corp of Council volunteers. These volunteers provide home hospitality and driver-escort services giving visitors a meaningful view of the cultural institutions, local history and home life of the United States.

---

CARE

New England Regional Office
581 Boylston Street
Boston, MA 02116
266-7565

CARE is involved with development aid in Third World countries. Its regional office offers school and college groups a library of free 16 mm educational films on a wide variety of subjects: conditions which exist in developing countries; and what is being done to deal with issues such as hunger, poverty, illiteracy and disease. Also, CARE officials are available as schedules permit to speak and conduct seminars on global issues. Write for forms.

---

THE CENTER FOR INTERNATIONAL AFFAIRS

Harvard University
1737 Cambridge Street
Cambridge, MA 02138
495-4420

The Center was created in 1958 for the advanced study of basic world problems by scholars from various disciplines and senior officials from many countries. The research program is primarily concerned with the following issues: problems in international relations of the United States, problems of international order, international monetary policy, energy politics, the implications of the growth of transnational systems and political modernization in developing areas. The Center has a well established Fellows Program, which brings in a group of senior officials of various nationalities to the Center for a year of advanced study and research. The Center has a library of approximately 10,000 volumes. A weekly calendar is published during the academic year and an annual report is issued each fall listing the past and current members and their research activities.

## THE CENTER FOR INTERNATIONAL STUDIES

M.I.T.
The Hermann Building, Room E53-470
30 Wadsworth Street
Cambridge, MA 02139
253-3134

The Center for International Studies, an interdisciplinary research center emphasizes in its program the international issues arising from unprecedented global interdependence. Many of these issues, technological, social, political and economic, require collaboration across the boundaries of engineering and the social sciences. Some major research projects are: arms control, communications policy, impact of technology on the international political system and international nutrition planning. In addition to these programs there is close collaboration with research based at other locations at M.I.T. For example: The extensive energy policy studies at the Energy Laboratory, or the research of the Technology Adaption Program of the School of Engineering.

## THE CHILDREN'S MUSEUM

Museum Wharf
300 Congress Street
Boston, MA 02210
426-6500

The Children's Museum of Boston has made Japanese culture a principal focus of exhibits, programs and curriculum development for more than 30 years. Some of the exhibits and activities include a Japanese home, photographs of daily life in Kyoto (Boston's sister city), an extensive collection of Japanese artifacts and museum classes in Japanese culture. Also the Children's Museum in conjunction with Harvard University sponsors an East Asian Education Program. The program combines Japanese and Chinese resources of the University and Museum to provide quality educational services and materials to elementary and secondary schools in the Boston region. The Museum also provides Ethnic Discovery Workshops for teachers and several Exhibit Kits for students which for example include information about different cultures, science and industry and other countries.

CULTURAL EDUCATION COLLABORATIVE (C.E.C.)

164 Newbury St.
Boston, MA 02116
267-6254

The C.E.C. is a non-profit agency which helps schools, community groups and cultural organizations to plan and carry out educational programs together. Its services include developing programs to help students become aware of career possibilities at cultural institutions; training teachers to better use museum resources and museum educators to work with classroom teachers; planning with community-based organizations and cultural institutions for education programs; technical assistance to schools and cultural organizations engaged in desegregation programs together; and planning with cultural organizations and the handicapped community to make those organizations more accessible. In addition they offer the "Culture Connection" a service whereby subscribers can phone in to learn about the educational programs, materials and resource people offered by cultural organizations in Massachusetts.

---

THE FRENCH LIBRARY IN BOSTON

53 Marlborough Street
Boston, MA 02116
266-4354

The French Library was officially established in 1946 as a non-profit institution with a total of 500 books. Today, it has expanded to over 40,000 French books and periodicals including some records and films. The Library provides a revolving book-loan service to many suburban libraries in the area. Recently an audio-visual resource center was joined to the main building, providing a media center that contains slides, films, cassettes and other audio-visual resources. However, the Library has much more to offer besides its collection of fine books. They publish a bi-monthly newsletter, sponsor trips, lectures, art exhibits, discussions, concerts, cooking classes and French lessons as well. The Library provides a variety of broad-based activities for all different types of people.

---

THE FOREIGN VISITOR CENTER

15 State Street
Boston, MA 02109
262-4830

The Foreign Visitor Center provides basic visitor services designed to fulfill the needs of the foreign tourist. As a service of The Greater Boston Convention and Tourist Bureau, its main

function is to serve the tourist. They also maintain regular contact with the many international and ethnic organizations in greater Boston, and try to keep abreast of all the related events and programs. At the Center's Information Booth a bilingual staff welcomes visitors, dispenses general information and descriptive literature on Boston and New England which is available in five different languages. The staff is prepared to assist in locating appropriate accommodations,make travel plans and arrange for sight-seeing tours. The FVC has instituted a number of programs over the past three years. Among them are an Interpreter/Escort Service, Wine and Cheese Receptions and Meet the People - a program which allows foreign visitors to be guests in the homes of local residents.

---

GOETHE INSTITUTE BOSTON

170 Beacon Street
Boston, MA 02116
262-6050

The Goethe Institute, established in 1967, is the German cultural center for New England. The Institute arranges film shows, lectures, and exhibits both at the Institute or in collaboration with universities and colleges in the area. The language division of the Institute helps German instructors at high schools and colleges with resource materials, workshops and seminars. Language courses are offered in the evenings with all levels taught by native teachers. The Goethe Institute has a library of 9,500 volumes, 2,500 of which are in English. Also, the Institute organizes The German Summer School of the Atlantic at the University of New Hampshire, located in Durham.

---

INTERNATIONAL BUSINESS CENTER OF NEW ENGLAND, INC.

22 Batterymarch Street
Boston, MA 02109
542-0426

The International Business Center is a private, non-profit membership organization of companies engaged in international business, varying in size from New England's largest employers to one person firms. The Center's principal objective is to help its members do more international business more profitably. There are two principal services: the international business educational programs for company personnel at all management levels; and the business assistance program which provides solutions to specific problems in international trade as they arise. The Center is the forum for international business matters and for businessmen and governmental officials of all countries useful to the New England international business community.

INTERNATIONAL INSTITUTE OF BOSTON, INC.

287 Commonwealth Avenue
Boston, MA 02115
536-1081

The International Institute is a non-profit, non-sectarian social service agency which offers a warm reception to everyone and special assistance to immigrants and refugees. The Institute renders much needed assistance to the newcomer through its social service department. It provides counseling on immigration and naturalization procedures; employment and housing; assistance with personal problems; interpreting when fluency in English is lacking; referral and information about community services, translation of vital documents and English language instruction and orientation programs. Regular social gatherings bring people of their own ethnic background together and offer opportunities to meet native-born Americans as well as people from all parts of the world.

---

INTERNATIONAL MARKETING INSTITUTE

16 Garden Street
Cambridge, MA 02138
547-9873

The International Marketing Institute is engaged in economic development activities and uses marketing as a stimulus to this development. IMI primarily, though not exclusively, works with developing countries to help them to increase their foreign exchange earnings. Within the field of international marketing, IMI has focused on export development and on new applications of marketing management to development problems. IMI's principal educational activity is The Multinational Summer Program in Marketing Management. The six-week academic curriculum is equivalent to a full year of graduate level study of marketing management. The second segment of the Program is an optional four-week Study Tour of the major marketing areas of the U.S. in which one visits a cross-section of United States business and industry for top-level presentations by corporate leaders.

---

OXFAM - AMERICA

302 Columbus Ave.
Boston, MA 02116
(617) 247-3304
Contact people:
John Rogers Flather
Bob Hohler(boat people)

A transnational organization with an outstanding record of work with the Third World and better understanding of development problems in the First World. Does a lot of work with the problems of hunger and human rights. A number of publications are available, including a simulation game on development.

THE PAN AMERICAN SOCIETY OF NEW ENGLAND

75A Newbury Street
Boston, MA 02116
266-2248

The Pan American Society of New England seeks to serve as an educational and information center for Americans wishing to learn about the people and cultures of Latin America. The society offers language courses in Spanish and Portuguese, as well as courses on different aspects of Latin American studies. Topics in recent years have included investment regulation in Latin America, Latin American drama and United States relations with the Caribbean. The Society sponsors special programs and a lecture series on subjects ranging from the Panama Canal treaties to birdwatching in South America; it regularly invites nationally and internationally known speakers to come to Boston and give public addresses on issues of current concern. The Society also maintains The Shattuck Library, a collection of some 11,000 volumes on Latin America, Hispanic populations in the United States and bilingual-bicultural education.

---

REGIONAL OFFICE OF THE UNITED STATES DEPARTMENT OF COMMERCE: DOMESTIC AND INTERNATIONAL BUSINESS ADMINISTRATION

441 Stuart Street
Boston, MA 02116
223-2314

The Regional Commerce Department provides information and counseling to the business community. The Department's key responsibility is to develop, foster and promote foreign and domestic commerce. Working directly with business firms in Massachusetts, the District Office promotes economic growth by encouraging United States firms to seek and expand domestic and overseas markets for their products. Also, the District Office helps carry government programs to business and in turn, gives business a voice in government, The Office maintains an extensive business library containing the Department's latest reports and statistical data. The District Office should be a starting point for any business which needs marketing assistance, technical product information and/or general inquiries.

---

ROTARY CLUB OF BOSTON

428 Boston Park Plaza Hotel
Boston, MA 02117
426-7133

The Rotary Club of Boston, the largest in New England, has a membership of approximately 400 business and professional men

organized for fellowship and service. Rotarians engage in community betterment efforts, promote high ethical standards in business and the professions and advance international understanding and goodwill. On an international level the Boston Club receives requests from Rotary Clubs all over the world for help in their projects, for information about schools and hospitals and for host families to house Rotarians and their sons and daughters for long and short periods of time. In addition to the monthly international magazine, "The Rotarian", the Boston Club publishes its own weekly newsletter covering its meetings, events and activities.

---

TRAVELERS AID SOCIETY, INC.

312 Stuart Street, 2nd Floor
Boston, MA 02116
542-7286

Travelers Aid provides casework counseling, crisis intervention and information and direction services to all mobile people including travelers and newcomers, who are in trouble and who, by reason of unfamiliarity with community resources, need help. It makes available the resources of nation-wide chain of intercity services to assist runaways, emotionally disturbed, unemployed and unemployables and those in flight due to family and other personal problems. It gives limited emergency financial assistance upon request to eligible people without resources.

---

WORLD AFFAIRS COUNCIL

22 Batterymarch Street
Boston, MA 02109
482-1740

Since 1949 The World Affairs Council of Boston has promoted public awareness and understanding of international affairs. To help create an informed public the Council sponsors a wide range of activities and events. Some of the ongoing programs include: Great Decisions - a study/discussion program on key foreign policy topics; Diplomats-off-the-Record - a face to face exchange of ideas from foreign diplomats and ambassadors; conferences and other special programs; International Student Programs; and United Nations trips.
Through Global Classroom, a program which places international students as resource persons, school and community groups can learn first-hand about the culture and concerns of other nations. The Council also prints a monthly calendar to keep its members up to date on the latest activities and events.

WORLD PEACE FOUNDATION

22 Batterymarch Street
Boston, MA 02109
482-3875

The World Peace Foundation was established in 1910 by Edward Ginn of the Ginn Publishing Company, as the "International School for Peace". Today the activities of the Foundation are focused upon the task of making the facts of international relations available in a clear and undistorted form. The World Peace Foundation has a close working relationship with the leading independent policy-oriented economic research institution in Canada. The domestic politics of United States foreign-policy making, particularly the roles of non-government interest groups and public opinion, has likewise been an interest of the the Foundation for almost a quarter of a century. Studies performed under its auspices have dealt with trade unions, religious groups and ethnic groups. Research projects focused on policy issues in recent years have typically involved co-sponsorship with a comparable institution in one or more other countries involved in the issue. Such studies in the last decade focused on United States-French relations in Africa, France and the United States in the Middle East, the oil embargo, etc. The Foundation also co-sponsors the publication of "International Organization", a leading professional quarterly known worldwide in its field.

---

UNITED NATIONS ASSOCIATION OF GREATER BOSTON

22 Batterymarch Street
Boston, MA 02109
482-4587

The U.N.A. of Greater Boston is a local chapter of the U.N.A.-U.S.A. The U.N.A.'s approach to U.N. affairs has shifted in recent years from the structuring and functioning of the U.N. per se to its interaction and its potential roles in respect to critical international issues. The shift in emphasis has coincided with a parallel shift in research and teaching regarding the United Nations system. Recently the U.N.A. has devoted more attention to the World Bank, the specialized agencies and other functional aspects in the economic and cultural fields - (that have had an impressive performance in the past few years) - and less to the General Assembly and Security Council.

## UNITED STATES DEPARTMENT OF COMMERCE: NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION NATIONAL MARINE FISHERIES SERVICE

Federal Building
14 Elm Street
Gloucester, MA 01930
281-3600

The National Marine Fisheries (NMFS) is a major component of the National Oceanic and Atmospheric Administration, under the United States Department of Commerce. The NMFS works with other federal agencies, state conservation agencies, the academic community, recreational fishing interests, the fishing industry and the general public. The Service plans, organizes and manages regionalized fishery resource conservation, management and utilization programs within its area of responsibility, and implements national plans and policies at the regional level.

# CONSULATES

The following is a list of the consulates in the Boston area. See the description of Global Classroom activities for the details of how a consulate functions and what services they provide. If you want information on a specific country, call their office - they often have information and maps or can tell you how to get it.

AUSTRIA
225 Franklin Street
Boston, MA 02110
542-2429

BARBADOS
1030 Tremont Street
Boston, MA 02121

BELGIUM
28 State Street
38th Floor
Boston, MA 02109
523-7493

BOLIVIA
69 Evans Street
Watertown, MA 02172
924-1689

BRAZIL
229 Hawthorne Street
New Bedford, MA 02740
1-997-1256

CANADA
500 Boylston Street
Boston, MA 02116
262-3760

CAPE VERDE
535 Boylston Street
Boston, MA 02116
353-0014

CHILE
79 Milk Street, Suite 600
Boston, MA 02116
426-1678

COLOMBIA
604 Statler Office Building
Boston, MA 02116
423-9714

COSTA RICA
186 Lincoln Street
Boston, MA 02116
542-2605

CYPRUS
11 Lehigh Road
Wellesley, MA 02181
235-8542

DOMINICAN REPUBLIC
30 Federal Street
Boston, MA 02110
426-8075

EQUADOR
60 State Street, 20th Floor
Boston, MA 02109
227-7200

FINLAND
53 State Street
Boston, MA 02109
367-9050

FRANCE
3 Commonwealth Avenue
Boston, MA 02116
266-1680

GERMANY
535 Boylston Street
Boston, MA 02116
536-4414

GREAT BRITAIN
Suite 4740, Prudential Tower
Boston, MA 02199
261-3060

GREECE
31 St. James Avenue
Boston, MA 02116
542-3240

GUATEMALA
186 Lincoln Street
Boston, MA
426-8862

HAITI
19 Congress Street, Suite 700
Boston, MA 02109
742-6454

ICELAND
Box 1100
Boston, MA 02103
482-3364

INDIA
10 Post Office Square
Boston, MA 02109
426-4525

IRELAND
535 Boylston Street
Boston, MA 02116
267-9330

ISRAEL
450 Park Square Building
Boston, MA 02116
267-3800

ITALY
101 Tremont Street
Boston, MA 02108
542-0483

JAPAN
50 Congress Street
Boston, MA 02109
482-1275

KOREA
31 Milk Street
Boston, MA 02109
426-0800

MEXICO
294 Washington Street
Room 208
Boston, MA 02108
426-4942

MONACO
1 Federal Street
Boston, MA 02109
542-3000

NETHERLANDS
80 Boylston Street
Boston, MA 02116
542-8452

NICARAGUA
160 North Washington Street
Boston, MA 02114
523-6700

NORWAY
89 Broad Street
Boston, MA 02110

PAKISTAN
739 Boylston Street
Boston, MA 02116
267-5555

PANAMA
37 Grantview Terrace
Brockton, MA 02401
1-588-8593

PERU
1688 Beacon Street
Brookline, MA
734-4160

PORTUGAL
31 Commonwealth Avenue
Boston, MA 02116
536-8740

SENEGAL
10 Post Office Square
Boston, MA 02109
482-1390

SPAIN
545 Boylston Street
suite 803
Boston, MA 02116
536-2506

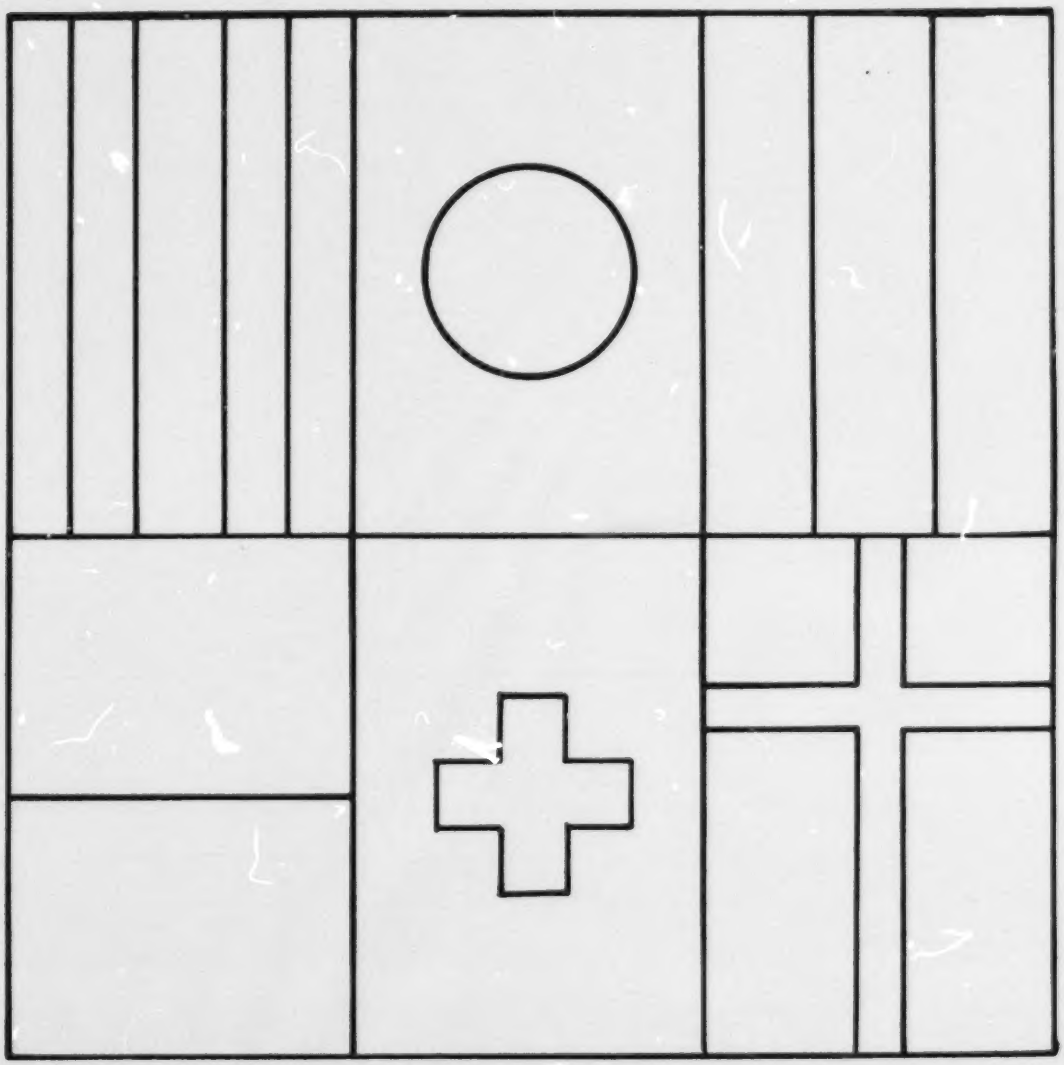
SWEDEN
1 Winthrop Square
Boston, MA 02116
426-5558

SWITZERLAND
535 Boylston Street
Boston, MA 02116
266-2038

THAILAND
1 Faneuil Hall Marketplace
Boston, MA 02109
542-2500

TURKEY
Central Square Building
678 Mass. Avenue, No. 101
Cambridge, MA 02139
354-2630

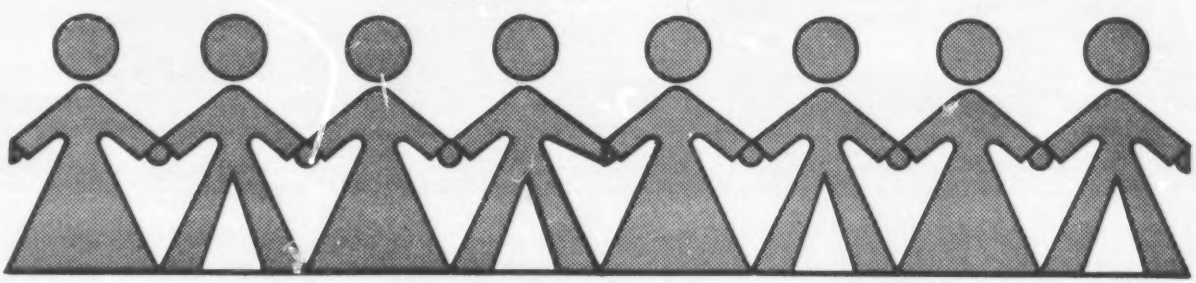
VENEZUELA
1 Federal Street, Suite 618
Boston, MA 02110
426-0711



# INTERNATIONAL BUSINESSES

The following businesses responded to inquiries by the World Affairs Council staff as to the scope of their operation and services to schools. Most are willing to send promotional materials. In cases where other options were mentioned, they are listed.

| | |
|---|---|
| AMICON CORPORATION<br>25 Hartwell Avenue<br>Lexington, Mass. 02173<br>861-9600 | Manufactures life science laboratory products, which are exported through their subsidiaries in Canada, Great Britain, France, Germany, The Netherlands and Japan and distributed all over the world. |
| THE BADGER COMPANY, INC.<br>One Broadway<br>Cambridge, Mass. 02142<br>494-7000 | Designs, engineers and constructs chemical, petrochemical and petroleum plants worldwide. International offices in the Hague, London, Paris, Taipei and Tokyo. |
| CAMP, DRESSER AND McKEE<br>One Center Plaza<br>Boston, Mass. 02108<br>742-5151 | Could provide speakers on their international activities and tours of related activities. They are consulting engineers on environmental problems working primarily in developing countries. |
| CHRISTIAN SCIENCE PUBLISHING SOCIETY<br>One Norway Street<br>Boston, Mass. 02115<br>232-2300 | Provides tours of their publishing facilities with an introduction to "The Christian Science Monitor", an international newspaper with correspondents worldwide and a visit to the Mapparium (a global-shaped room). Reservations for large groups should be made at least a week in advance. (The tours may be suited to the needs and interests of the group.) |

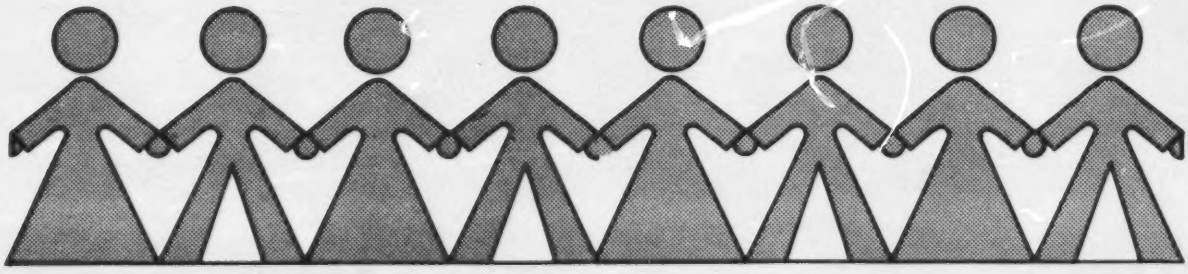


| | |
|---|---|
| DENNISON MANUFACTURING COMPANY<br>300 Howard Street<br>Framingham, Mass. 01701<br>879-0511 | Willing to provide speakers, promotional activities, publications and films as well as student internships. The company manufactures paper products and systems and has extensive worldwide export and subsidiary operations covering Europe, Latin America, Canada and Southeast Asia, including Japan. They have international career opportunities in marketing and bilingual positions. |
| GENRAD, INC.<br>300 Baker Avenue<br>Concord, Mass. 01742<br>369-4400<br>(or 646-7400 in Boston) | Willing to provide publications, speakers, tours and student internships. GenRad designs, manufactures and sells instruments and systems that measure and test various acoustic, electrical, electronic and mechanical phenomena. |
| JOHN HANCOCK MUTUAL LIFE INSURANCE COMPANY<br>John Hancock Place<br>Post Office Box 111<br>Boston, Mass. 02117<br>421-6000 | Provides international employee benefit plans for multinational corporations, their affiliates and subsidiaries through a network of 23 foreign insurance companies. |
| HONEYWELL INFORMATION SYSTEMS, INC.<br>200 Smith Street<br>Waltham, Mass. 02154<br>890-8400 | Can provide speakers on company's international activities and tours. Honeywell designs and manufactures computers. The computers are manufactured in the U.S., England, France and Italy and are marketed worldwide. |
| IONICS, INC.<br>65 Grove Street<br>Watertown, Mass. 02172<br>926-2500 | Designs, manufactures and sells membrane cells and separation products, energy-related products, and instruments and products for medical use. Approximately 30% of their sales are to foreign buyers. |

| | |
|---|---|
| ITEK CORPORATION<br>10 Maguire Road<br>Lexington, Mass. 02173<br>276-2645 | Can provide speakers and tours of related facilities. International operations involve ophthalmic manufacture and sales to the graphic arts, health care and aerospace industries. They do contract work for various governments for airborne optical and electronic systems. |
| ITT SHERATON CORPORATION<br>60 State Street<br>Boston, Mass. 02109<br>367-3600 | The Sheraton Corporation is an international hotel and inn chain with over 390 hotels and inns in 35 countries including Argentina, Kuwait, Tunisia, Denmark and Thailand. New hotels and inns are planned or under construction in such countries as Gabon, Oman, Qatar, The Seychelles and Bahrain. |
| ARTHUR D. LITTLE, INC.<br>25 Acorn Park<br>Cambridge, Mass. 02140<br>864-5770 | Able to provide films and speakers on company's international activities. Arthur D. Little is a research, engineering, and management consulting firm with offices and companies in the U.S., Canada, Europe, The Middle East and Latin America. |
| NEW ENGLAND MERCHANTS<br>NATIONAL BANK<br>28 State Street<br>Boston, Mass. 02109<br>742-4000 | Can provide speakers on the company's international activities. New England Merchant is a full service banking institution whose international department offers correspondent banking facilities, including credit services, foreign exchange, and trade financing in Europe, The Middle East, Africa, Latin America, Canada and the Far East. |

| | |
|---|---|
| NORTON COMPANY<br>World Headquarters<br>Worcester, Mass. 01606<br>853-1000 | A multinational manufacturer with 112 plant locations in 27 countries. Norton is the world's largest abrasives manufacturer, producing raw materials and finished products such as grinding wheels, diamond products and sandpaper. They also manufacture petroleum and mining products. They have plants and joint ventures in Europe, The Middle East, Canada, Africa, The Far East and South America. |
| PHOENIX INVESTMENT COUNSEL OF BOSTON, INC.<br>535 Boylston Street<br>Boston, Mass. 02116<br>262-3600 | An investment counseling service dedicated to serving future world needs through successful money management which they feel is only possible through careful evaluation of world economics, social, political, technological and monetary trends. |
| POLAROID CORPORATION<br>549 Tech Square<br>Cambridge, Mass. 02139<br>864-6000 | Able to provide promotional materials and speakers. |
| W. H. PROCTOR CO., INC.<br>PISTORINO and CO., INC.<br>115 Broad Street<br>Boston, Mass. 02110<br>482-0360 | Able to provide speakers on the company's international activities and tours of their facilities. They are both custom house brokers and foreign freight forwarders (ocean, air) world-wide and would be a good resource for information about customs and international shipping regulations. |
| RAYTHEON COMPANY<br>141 Spring Street<br>Lexington, Mass. 02173<br>862-6600 | Because of security restrictions, Raytheon's public services are arranged only on a case by case basis. Their international operations include production of air traffic control, radar, sonar and weapon systems. |

| | |
|---|---|
| STATE STREET BANK AND TRUST CO.<br>225 Franklin Street<br>Boston, Mass. 02110<br>786-3000 | Able to provide films, speakers, tours and student internships. It is a commercial bank providing international services through offices in London, Singapore, Munich, Nassau, Panama and New York. |
| WM. UNDERWOOD COMPANY<br>One Red Devil Lane<br>Westwood, Mass. 02090<br>329-5300 | Able to provide speakers on their international activities. The Wm. Underwood Co. is a manufacturer of food products with wholly-owned subsidiaries in Canada, England, Mexico, Venezuela and a joint venture in Costa Rica. These international operations are primarily staffed by locals of the country in which they are located. |
| UNITED BRANDS COMPANY<br>Prudential Center<br>Boston, Mass. 02199<br>421-1400 | Engaged primarily in producing, processing and distributing foods. The company has subsidiaries in Canada, Japan, and countries throughout Europe, South America and Latin America. |
| ROBERT A. WEAVER JR. AND ASSOCIATES<br>Pilot House at Lewis Wharf<br>Boston, Mass. 02110<br>723-2600 | Able to provide speakers on their international activities. Weaver and Associates is an international consulting firm which concentrates on corporate development. The firm's client activities extend to Europe, The Middle East, Hong Kong, Singapore, Japan, Australia and South America. |



# ORGANIZATIONAL RESOURCES

Places to write to for international education, global studies and multi-cultural learning materials:

| | |
|---|---|
| AMERICAN FREEDOM FROM HUNGER FOUNDATION<br>1625 Eye Street, NW<br>Washington, D.C. 20005<br>Contact person:<br>Gerald E. Connolly | Publishes a variety of materials that can be used in schools on the problem of hunger in the world, including an "Action Hand Book". |
| AMERICAN FRIENDS SERVICE COMMITTEE<br>15 Rutherford Pl.<br>New York, NY 10003<br>(212) 777-4600<br>Contact person:<br>Jack Patterson<br><br>Boston offices -<br>2161 Massachusetts Ave.<br>Cambridge, MA 02140<br>(617)661-6130<br>Contact person:<br>Jane Guise<br><br>and -<br>Boston Public Education Program<br>73 Tremont Street<br>Boston, MA 02108<br>(617)523-1890 | Does a lot of work with human rights and other humanitarian issues, world-wide. This organization has developed considerable sophistication in materials and programs for schools. (Try NY office for these.) The "Hunger on Spaceship Earth" packet is excellent. Also, materials on the Middle East and other areas. |
| AMERICAN UNIVERSITIES FIELD STAFF<br>3 Lebanon Street<br>Hanover, NH 03755<br>Contact person:<br>James Oswald | Produces materials on world cultures, especially Africa and Asia. They also have some simulation games. Send for their publication list. |
| ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH<br>315 Lexington Avenue<br>New York, NY 10016 | Has many educational materials available for teaching about prejudice and different ethnic groups. Also, materials concerning how to teach disadvantaged and minority students. Ask for the pamphlet, "For You and Your Students", which lists their materials. |

| | |
|---|---|
| ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT<br>1701 K Street, NW<br>Washington, D.C 20006<br>Contact person:<br>Charles A. Speiker | Publishes a number of materials which are of use to schools interested in global affairs and problems, including "World Problems or Promises". |
| CANADIAN PEACE RESEARCH INSTITUTE<br>25 Dundana Ave.<br>Dundas, Ontario<br>Canada<br>Contact person:<br>Hannah Newcombe | Publishes a variety of materials on conflict resolution, some of which can be used by students. |
| CENTER FOR INTERNATIONAL PROGRAMS AND COMPARATIVE STUDIES<br>New York State Education Department<br>99 Washington Ave.<br>Albany, NY 12230<br>Contact person:<br>Norman Abramowitz | A variety of materials are available at little or no cost on such subjects areas as War-Peace studies, Asian Studies and African Studies. "The July 1914 Crisis, A Case Study of Escalation and Misperception" and the accompanying simulation game, "The Alpha Crisis Game", is an interdisciplinary approach to European History. |
| CENTER FOR GLOBAL PERSPECTIVES<br>218 East 18th Street<br>New York, NY 10003<br>(212) 475-0850<br>Contact person:<br>Tom Collins | Formerly known as the Center for War/Peace Studies, this organization has emerged as the largest in the field of global studies. They have a school service program and offices or projects in California, Colorado and Connecticut, as well as New York City. Their periodical, Intercom, contains much helpful information and practical classroom suggestions. It reports on the latest books, pamphlets, documents, audio-visual aids, and study materials and contains a special feature section on a topic of current interest. For examples, see #75, "Teaching Global Issues Through Simulation Games" and #78, "Teaching Interdependence". Extensive publications include such areas as conflict studies and interdependence. New grants further increase their future impact and ability to network those interested in global affairs through a monthly newsletter. |

| | |
|---|---|
| CENTER FOR WORLD EDUCATION<br>College of Education and<br>Social Services<br>University of Vermont<br>Burlington, VT 05401<br>Contact persons:<br>David Shiman or<br>David Conrad | Helps teachers who want to do more with global issues. They have a newsletter, can help with workshops and consult with schools. Some publications. |
| CHAMBER OF COMMERCE OF THE UNITED STATES<br>1615 H Street, NW<br>Washington, D.C. 20006 | Publishes a pamphlet entitled, "Guide to Foreign Information Sources". It includes a section, "Specific Country References", which lists those nations which have diplomatic relations with the US, along with their embassies, legations and other government offices here, such as trade bureaus, travel offices and consulates. The booklet also lists other organizations and services that deal with specific areas of the world. To receive this pamphlet, send $1.00 to International Group at the Chamber of Commerce. |
| COPRED (CONSORTIUM ON PEACE RESEARCH EDUCATION AND DEVELOPMENT)<br>Institute of Behaviorial Science<br>University of Colorado<br>Boulder, Colorado 80302<br>Contact person:<br>Paul Wehr | While its main focus has been on university education, it does have a precollegiate interest. For example, schools might find the slide program on Peace Education to be a useful audio-visual kit. |
| FOREIGN POLICY ASSOCIATION, INC.<br>345 East 46th Street<br>New York, NY 10017<br>(212) 557-8720 | A private, non-partisan, educational organization. Its purpose is "to increase the use of available information on world affairs and more widespread discussion of foreign policy problems". It urges "individual decision, based on the principles of freedom, justice and democracy". Ask for a list of their publications. |

| | |
|---|---|
| WORLD AFFAIRS BOOK CENTER<br>c/o Foreign Policy Association, Inc.<br>345 East 46th Street<br>New York, NY 10017 | A service of the Foreign Policy Association, the Book Center carries a large variety of current materials on foreign affairs, including nearly 2000 recent books - hard cover and paperbacks, as well as travel books, children's books, pamphlets and other publications issued by the U.S. Government, the United Nations, the educational press, research organizations, etc. |
| GLOBAL EDUCATION ASSOCIATES<br>552 Park Ave.<br>East Orange, NJ 07017<br>Contact person:<br>Jeffrey Brown | A concerned and values-oriented group that conducts workshops on global issues and world order. |
| GOVERNMENT PRINTING OFFICE<br>Washington, D.C. 20402 | Publishes a "Guide to U.S. Government Agencies involved in International Educational and Cultural Activities, 1968". Send $1.50 to the Superintendent of Documents. |
| INSTITUTE FOR EDUCATION IN PEACE AND JUSTICE<br>3700 West Pine Blvd.<br>St. Louis, MO 63108<br>Contact Person:<br>Mary Ann McGivern | Have developed interesting and useful, as well as inexpensive, materials, including simulation games on peace studies and world hunger. |
| INSTITUTE FOR WORLD ORDER<br>1140 Avenue of the Americas<br>New York, NY 10036<br>(212) 490-0010<br>Contact person:<br>Betty Reardon | This organization has long been a leader in the field of global education and has many transnational contacts. They conduct workshops on such topics as disarmament, human rights and world hunger. Some of their materials are published by Random House ("Peacekeeping", "The Struggle for Human Rights", "The Cold War and Beyond", and "War Criminals, War Victims") and are most useful for secondary school courses. They have also produced simulation games, films, film-strips and other materials. |

| | |
|---|---|
| INTERCULTURE ASSOCIATES, INC.<br>Box 277<br>Thompson, Connecticut 06277<br>Contact person:<br>Henry Ferguson | Consultants on cultural education curriculum and materials. Produces many books a year. Units on Africa and Asia. Ask for their catalogues. |
| INTERNATIONAL BACCALAUREATE OFFICE<br>Palais Wilson<br>1211 Geneva 14<br>Switzerland<br><br>INTERNATIONAL BACCALAUREATE<br>North America<br>888 Seventh Ave.<br>New York, NY 10019<br>Contact person:<br>Charles Rose | The International Baccalaureate office provides a rigorous set of syllabi in the major disciplines. The two-year program, designed for 16-18 year olds in an international or national school, culminates in internationally administered examinations, now recognized by most major universities of the world. In the U.S., those holding the diploma of the IB are given advanced standing as sophomores. |
| INTERNATIONAL SCHOOLS ASSOCIATION<br>Case Postale 20<br>CH 1211 Geneva 14<br>Switzerland | Its main purpose is to harmonize international curricula and promote international understanding. Membership includes some eighty schools in twenty-five countries. Conducts annual conferences and publishes the ISA Magazine of children's writing and the ISA Bulletin of news from member schools and educational developments of the UN. |
| INTERNATIONAL COUNCIL ON EDUCATION FOR TEACHING<br>1 Dupont Circle, NW<br>Washington, D.C. 20036<br>Contact Person:<br>Frank H. Klassen | An international, non-governmental organization with over 1,000 members in 75 countries that provides a world-wide network of internationally minded teachers. It sponsors annual world assemblies, research, surveys, workshops, consultative assistance, and exchange programs. A major purpose is the "infusion of an international dimension into teacher education". |

| | |
|---|---|
| JOINT COUNCIL FOR ECONOMIC EDUCATION<br>1212 Avenue of the Americas<br>New York, NY 10017<br>(212) 582-5150<br>Contact person:<br>S. Stowell Symmes | The major resource organization in the area of economics. Publishes many materials, including Educational Games and Simulations in Economics. |
| MANAGEMENT INSTITUTE FOR NATIONAL DEVELOPMENT<br>230 Park Ave.<br>New York, NY 10017<br>Contact person:<br>J. Carlisle Spivey | Has developed materials on global development, including "Model Curriculum" and "World Food Supply". |
| MID-AMERICAN CENTER FOR GLOBAL PERSPECTIVES IN EDUCATION<br>Indiana University<br>513 North Park<br>Bloomington, IN 47401<br>Contact person:<br>James Becker | Principal outreach is in the states of Illinois, Indiana, Kentucky, Michigan and Ohio. Has a list of individuals and organizations involved in global education in the five states and publishes "News and Notes on the Social Studies" from Indiana University. |
| NATIONAL CATHOLIC EDUCATION ASSOCIATION<br>1 Dupont Circle, NW<br>Suite 350<br>Washington, D.C. 20036<br>Contact person:<br>Brother John Olsen | A major concern is peace education. Publishes a magazine, Momentum, and other materials. |
| NATIONAL COUNCIL FOR THE SOCIAL STUDIES<br>1200 17th St., NW, Suite 405<br>Washington, D.C. 20036<br>Contact person:<br>Brian Larkin | While it focuses on the broad field of social studies, this organization is concerned with global education, also. Publishes Social Education and a variety of other materials. For example, Teaching Youth about Conflict and War, in the "Teaching Social Studies in an Age of Crisis" series, is a combination of theory and nuts-and-bolts classroom exercises. |
| NATIONAL EDUCATION ASSOCIATION<br>1201 16th Street, NW<br>Washington, D.C. 20036<br>Contact person:<br>Braulia Alonso | This large organization conducts teacher exchanges with other countries and cooperates with a number of international organizations, including UNESCO. |

| | |
|---|---|
| THE NATIONAL GEOGRAPHIC SOCIETY<br>17th and M Streets, NW<br>Washington, D.C. 20036 | Publishes the monthly illustrated National Geographic Magazine, books, globes, atlases and maps. Its school service division publishes "Geographic School Bulletin" and other materials useful to schools. |
| ONE WORLD TRUST<br>37 Parliament Street<br>London SW1<br>England<br>Contact person:<br>Robin Richardson | This organization is an excellent source of information about what is going on in the United Kingdom in global studies. Has some of its own materials available. |
| OVERSEAS DEVELOPMENT COUNCIL<br>1717 Mass. Ave., NW<br>Washington, D.C. 20036<br>Contact person:<br>Jayne Millar Wood | Very good in the field of development. Its resource book, Focusing on Global Poverty and Development, is filled with materials for teaching about the Third World. Also has an Interorganizational Commission on International Education. |
| PEACE STUDIES PROGRAM<br>American Friends Service Committee<br>980 N. Fair Oaks Ave.<br>Pasadena, CA 91103<br>Contact person:<br>Betty Cole | Has a variety of materials, bibliographies, teaching aids and services to help teachers. |
| SOCIETY FOR VISUAL EDUCATION, INC.<br>1345 Diversey Parkway<br>Chicago, Illinois 60614 | Has available film strips on many different countries. Varying prices. |
| UNESCO ASSOCIATED SCHOOLS PROJECT<br>U.S. Liaison Committee<br>United Nations Association Center<br>833 UN Plaza<br>New York, NY 10017<br>Contact person:<br>Adelaide Kernochan | Principally concerned with coordinating and developing the Associated Schools Project in the U.S. A number of independent schools, especially in Connecticut, have served as pilot schools. Its transnational nature and contact with hundreds of schools around the world make this a unique opportunity. Publishes a newsletter with useful information about summer opportunities for students and teachers, as well as what member schools are doing. |

| | |
|---|---|
| UNITED NATIONS ASSOCIATION<br>OF THE U.S.A.<br>345 East 46th Street<br>New York, NY 10017<br>(212) 697-3232<br>Contact person:<br>Steven J. Noble<br><br>Boston:<br>UNITED NATIONS ASSOCIATION<br>OF GREATER BOSTON<br>22 Batterymarch Street<br>Boston, MA 02109<br>(617) 482-4587 | Has a school service program, can arrange workshops, and provides materials for schools. "The Interdependent", its monthly is an invaluable source of information about the international and U.N. scene. The newly updated and expanded "Teaching materials on the U.N.: An Annotated Bibliography for Elementary and Secondary Schools" is also useful. Ask for their publications list. |
| UNICEF (United Nations<br>Children's Fund)<br>UNICEF Information Division<br>UN Children's Fund<br>United Nations<br>New York, NY 10017<br><br>UNICEF<br>Boston area<br>261 Washington Street<br>Newton, MA 02158<br>(617) 965-3365 | Publishes UNICEF News four times a year (issue 97/1978/3 is IYC 1979). Has other information on children around the world. |
| UNITED NATIONS OFFICE<br>OF PUBLIC INFORMATION<br>Room 1045 B<br>United Nations<br>New York, NY 10017<br>Contact person:<br>Sally Swing Shelly | This office can tie schools in the New York area with the UN and its affiliated organizations. Can help arrange UN visits. A list of publications is available. |

| | |
|---|---|
| U.S. COMMITTEE FOR UNICEF<br>331 East 38th Street<br>New York, NY 10016<br>(212) 686-5522<br>Contact person:<br>Donald N. Morris | The school service is highly informed and helpful in arranging workshops and providing materials. The International Year of the Child Resource Center and The Information Center on Children's Cultures have bibliographies and information sheets useful for teaching about children around the world. A number of inexpensive materials and visuals are available at both the elementary and secondary levels. |
| WORLD AFFAIRS MATERIALS<br>2676 Bedford Ave.<br>Brooklyn, NY 11210<br>Contact person:<br>Leonard Kenworthy | A great variety of world affairs and culture studies materials available, including many for elementary and middle school grades. |
| WORLD FUTURE SOCIETY<br>4916 St. Elmo Ave.<br>(Bethesda)<br>Washington, D.C. 20014<br>Contact person:<br>James Stirewalt | Sponsors teacher workshops and other programs that involve precollegiate education. Publishes a magazine, The Futurist. Also has a book service. |
| WORLD WITHOUT WAR COUNCIL<br>175 Fifth Ave.<br>Suite 2105<br>New York, NY 10010<br>Contact person:<br>Robert Pickus<br><br>Other offices:<br><br>1730 Grove Street<br>Berkeley, CA 94709<br><br>7245 South Merrill Ave.<br>Chicago, IL 60649 | Can help schools in a variety of ways, including with workshops and materials. Its publications list is one of the best and most extensive in the war-peace studies field. |

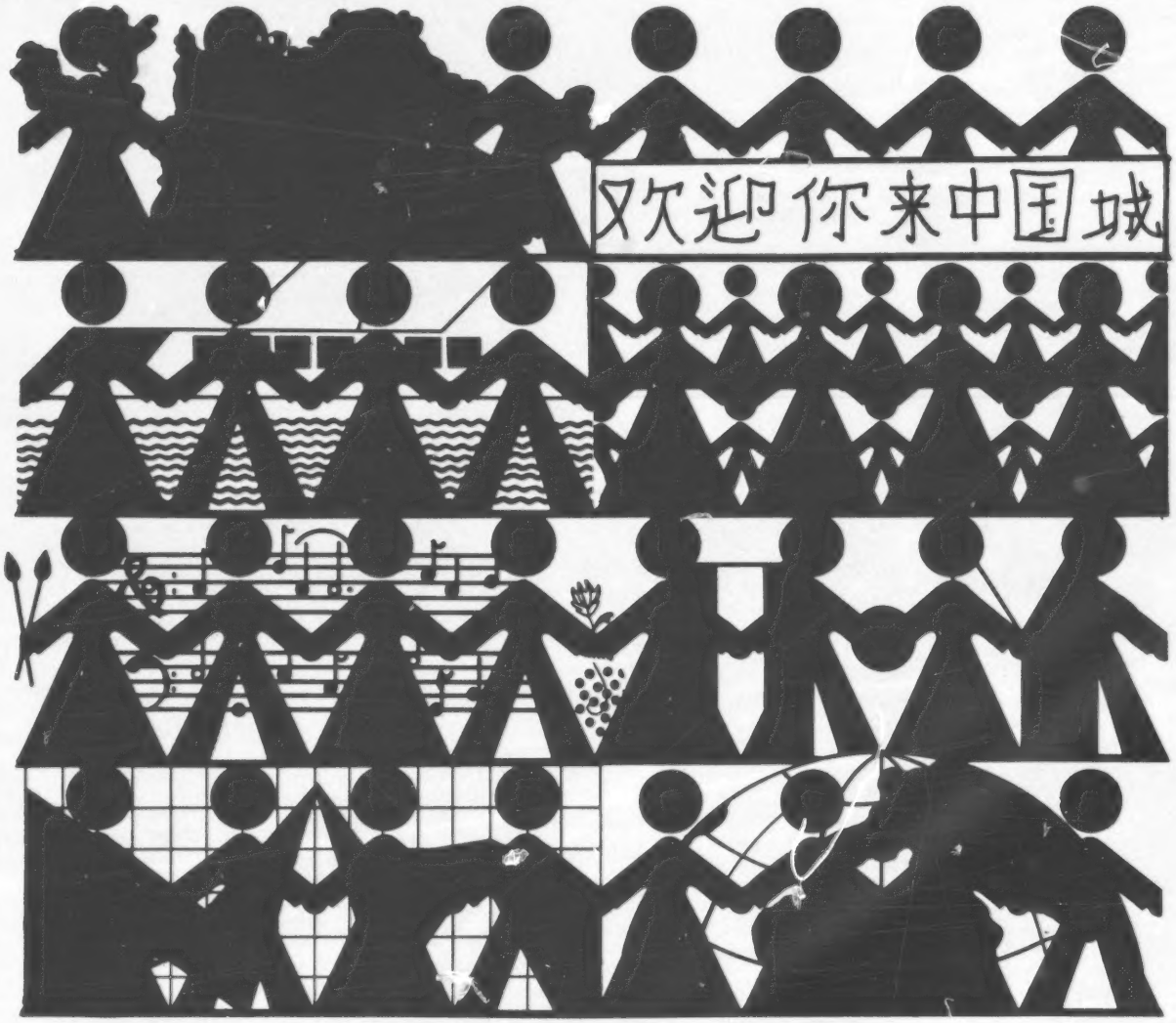
## OTHER ORGANIZATIONAL RESOURCES

Please call Global Classroom at 742-0180 to find out where you can send for additional information on:

Citizenship and Immigration
Customs
Helping Students Discover the World
International Education
International Food
International Understanding at Your School
Internationalizing Your School
Multi-Cultural Publications
The Struggle for Human Rights
World Problems in the Classroom

Information on specific regions or countries (i.e., Japan, Africa, New Independent Nations)

# PART 4:




# References

# REFERENCES

Alger, Chadwick F. "A World of Cities: or Good Foreign Policies Begin at Home", June, 1976.

Summarizes the rationale and work of the Columbus in the World project, including discussions of past images of international relations, the need for new images and a diagnosis of Columbus as an international city. Useful as a model that might be applied to any city.

Available from the author, Director, Transnational Intellectual Cooperation Program, Mershon Center, Ohio State University, Columbus, Ohio.

---

Banks, James A., ed. Teaching Ethnic Studies. Washington, D.C.: National Council for the Social Studies, 1973.

Compilation of articles. Some focus on general issues of racism, cultural pluralism and social justice. Others deal with strategies for teaching about specific minority cultures: Asian American, Chicano, Native American, Puerto Rican. Chapters on white ethnic groups and women's rights are also included.

---

Batchelder, Donald and Elizabeth G. Warner., ed. Beyond Experience: An Experimental Approach to Cross-Cultural Education. Brattleboro, VT.: The Experiment Press, 1977.

Compilation of articles on the theory of cross-cultural education as developed at the Experiment in International Living as well as exercises and activities that have been successfully used with high school student and adult groups.

---

Curran, Dorothy E. A Catalogue of the Ethnic Cultural Resources of Greater Boston, 1972 unpublished.

History of dominant ethnic groups in Boston with resources - associations, art, festivals, museums, restaurants, available for reference at Global Classroom, 14 Beacon St., Boston.

---

Ethni-City Curriculum - Metropathways, June, 1976.

Curriculum guide containing units on Afro-Americans, Hispanic-Americans, Chinese-Americans and Native Americans. Suggestions of activities with resources and bibliography on each group can be used at Global Classroom, 14 Beacon St., Boston.

Fersh, Seymour, ed. Learning About People and Cultures. Evanston, Illinois: McDougal, Littell and Co., 1974.

Imaginative and refreshing text with effective use of photographs, pictures and quotations. Suitable for almost any age level, introducing the concepts of different cultural perspectives and crosscultural communication. Also comes with Teachers Guide, including suggestions for teaching strategies and follow-up activities. Part of a series in which each book focuses on a particular geographic region.

---

Guide to Selective Curriculum Materials, six volumes on "Change", "Interdependence", "Conflict", "Identity", "Power and Authority", and "Values and Valuing".

Includes comments for teachers on classroom use and implementation; suggestions of how to place materials in semester-long curriculum.

The guides can be obtained from: Curriculum Materials Program, Center for Global Perspectives, 218 East 18th Street, New York, NY 10003. Also publishes Intercom series.

---

Hanvey, Robert G. "An Attainable Global Perspective", 1975.

Examines modes of thought, sensitivities and skills that contribute to the formation of a "global perspective". Useful for indepth understanding of what the term "global perspective" implies.

Available from the Center for Global Perspectives, 218 East 18th Street, New York, NY 10003.

---

Hoopes, David S. and Paul Ventura, ed. Intercultural Sourcebook Cross-Cultural Training Methodologies. La Grange Park, Illinois: Intercultural Network, Inc., 1979.

A collection of materials and activities used to teach intercultural communication skills which can be used with adults and high school age students. Includes theoretical background as well as explanations of the methodologies - simulations, role-plays, etc.

---

King, David C. et. al., eds. Education for a World in Change: A Working Handbook for Global Perspectives. Intercom #84/85.

Includes general essays on goals, concepts, philosophy and skills, in addition to sample interdisciplinary units and lessons for grades K-12. Adaptable to many courses and topic areas.

REFERENCES

---

Michigan Department of Education. Global Education Guidelines, 1978.

Contains definition, rationale, goals and suggestions for developing a global education program and curriculum. Comprehensive bibliography is appended, recommending books, periodicals, resource materials and organizations.

Available from the Michigan Department of Education, Box 20008. Lansing, Michigan 48902.

---

Mid-American Program. "Your State in the World", 1977.

Handbook of 30 activities designed to assist teachers and students in utilizing their local surroundings to assess the significance of connections between life in their own communities and states and other parts of the world.

Available from James Becker, Director, Mid-American Program, Social Studies Development Center, Indiana University, Bloomington, Indiana.

---

Seelye, H. Ned. Teaching Culture. Skokie, Ill.: National Textbook Co., 1974.

Explains how to integrate culture studies with foreign language teaching, including guidelines and models for writing objectives and creating learning activities.

---

Smith, Gary H. and George G. Otero. Teaching About Cultural Awareness. Denver, Colo.: Center for Teaching International Relations, University of Denver, 1977.

Contains 25 teaching activities for upper elementary, junior and senior high school students. Organized into three interrelated sections ("perception","culture and me", "cultural conflict and institutional racism"), the activities are intended as supplemental materials for courses of study related to culture and ethnicity.

Available from the Center for Teaching International Relations, Graduate School of International Relations, University of Denver, Denver, Col. 80208

---

Smith, Gary H. and George G. Otero. Teaching about Ethnic Heritage.

Contains 18 teaching activities designed to assist junior and senior high school students in examining their ethnic background and heritage, assessing the importance of ethnicity in their lives and exploring ethnic diversity in their communities.

Available from the Center for Teaching International Relations, Graduate School for International Studies, University of Denver, Colo. 80208. Also available in the cultural studies series are: Teaching About Perception; The Arabs; and Images of China. Available from the Center for Global Perspectives, 218 E. 18th St., New York, NY 10003.

---

Illinois Office of Education. Planning for Ethnic Education, 1977.

Handbook, intended to help teachers and administrators plan and implement an ethnic education program. Includes rationale, goals and objectives, in addition to learning activities such as the "New Society" exercise, and resource suggestions.

Available from the Ethnic Studies Section, Illinois Office of Education, 118 West Randolph Street, Chicago, Ill. 60601.

---

Indianapolis Star and Indianapolis News "Indy and the World."

A compilation of teaching units designed to increase awareness and understanding of global events through use of the local newspaper.

Available from Educational Services, Indianapolis Star and the Indianapolis News, 307 N. Pennsylvania Street, Indianapolis, Ind. 46206.

---

Interorganizational Commission on International/Intercultural Education. Directory of Resources in Global Education. 1977.

A listing of resources: services, materials, publications - from over 80 private and public organizations, associations and agencies in the U.S., concerned with global perspectives in education.

Available from Jayne M. Wood, ICIE Chairperson, Overseas Development Council, 1717 Massachusetts Avenue, N.W. Washington D.C. 20036

---

Massachusetts Bicentennial Commission, Directory of Ethnic Organizations in Massachusetts.

Lists 42 ethnic organizations as well as multi-ethnic organizations.

Since this book was compiled for the bicentennial, it may no longer be available. A copy of it is at Global Classroom, Boston, and may be used by interested individuals.

## REFERENCES

Mestenhauser, Josef A. Learning with Foreign Students. Minneapolis, Minn.: University of Minn., 1976.

Outlines ways that college and university students can learn from contact with students from other countries and cultures. Includes learning modules ranging from classroom activities to individual student projects. Approaches could readily be modified for junior high and secondary level students.

Available from the author, International Student Office, University of Minnesota, Minneapolis, Minn.

And Finally . . .

We would like to keep in touch with all of those who have received and used our resource guide. We'd like to know which activities/resources you tried and how they were received by your group/class. In the future, we'll be printing updated information and newsletters so please help us by answering and returning the form below. We also need to document the impact of our work for future funding.

Danke Thanks Gracias Merci Asante Sana

Name (optional)
School/organization
Address (bus.) (home)

Phone (bus.) (home)

Which activities/resources did you use? Please include for what grade level, course objectives etc. How were activities received?

What additional information would you like to see included in this type of guide?

Suggestions/Comments:

Please return to: Global Classroom, EdCo, 14 Beacon St., Boston, MA 02108

Other EdCo Metropolitan Education Programs

Call for information about:
* program activities
* curriculum development
* resource information
* speakers bureau
* staff development

Cycle Programs:

14 Beacon St.
Boston, MA 02108
742-0180

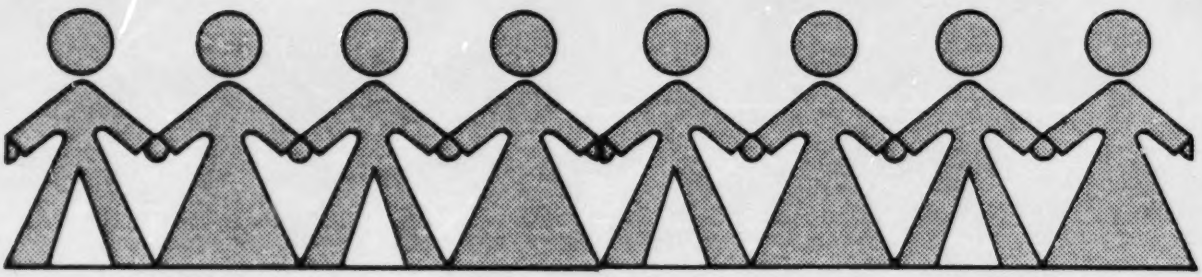
American Experience/Multicultural Program Area
Judy Spock, Director

Media Arts/Communication and the Arts Program Area
Ellen Glanz, Director

Political Discovery/Government and Politics Program Area
Albie Davis, Director

One Day a Week Option:
For students in such areas as Music, Painting, Sights, Sounds and People of Boston.

Metropathways
Peter Faneuil School
60 Joy St.
Boston, MA 02108
523-4990
Bernice Lockhart, Director



# The Global Classroom Magnet Program

The World in Boston and Boston in the World